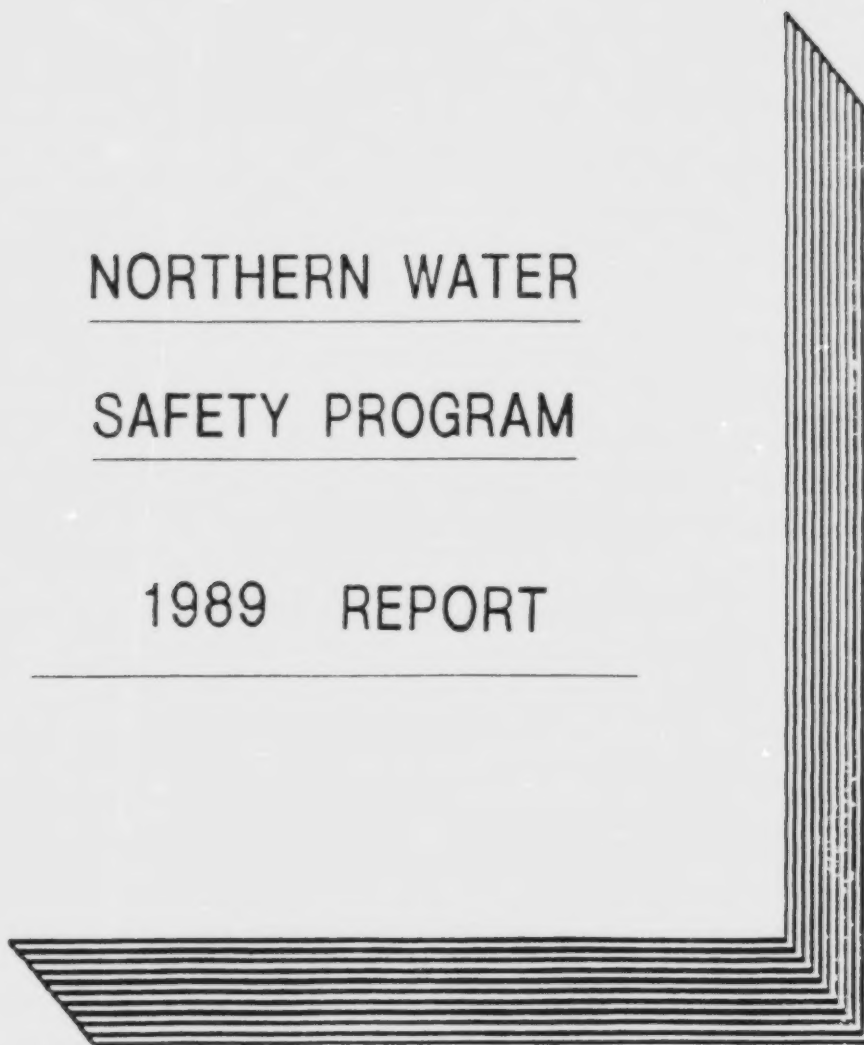


NORTHERN WATER

SAFETY PROGRAM

1989 REPORT



Manitoba
Culture, Heritage
and Recreation



1989 NORTHERN WATER SAFETY PROGRAM REPORT

prepared for:

Manitoba Culture, Heritage and Recreation

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NORTHERN WATER SAFETY PROGRAM HISTORY

The objective of the Northern Water Safety Program is to provide water safety instruction, including respect for the water, promotion of lifejackets and boating safety, rescue techniques and water survival, and to train Native youth to become aquatic leaders in remote Indian and Metis communities throughout Manitoba.

Northern Water Safety is a summer program coordinated through the Department of Culture, Heritage and Recreation. Other partners in the Program include The Canadian Red Cross Society, Royal Life Saving Society Canada, Department of Employment Services and Economic Security, Department of Natural Resources, City of Thompson, Royal Canadian Mounted Police, and remote communities.

Qualified Water Safety Instructors travel to Indian Reserves and Metis communities in Manitoba and present three-week courses on water safety and swim instruction to children and adults. Over the last seventeen years the Program has branched out of Norman Region to serve Parkland and Eastman.

A Program providing water safety and swimming instruction was initiated in 1972. This was a Student Temporary Employment Program affiliated with the Department of Tourism, Recreation, and Cultural Affairs, Recreation Branch. At that time it was called the "Northern Swim Program". The title was changed in 1980 to "Northern Water Safety Program" to emphasize that improving water safety awareness is the main objective of the Program. Improvement of swimming skills is only one aspect of the Program.

In 1978 the Program did not operate due to government restraints. There was a noticeable demand and obvious need for water safety instruction in the North. Consequently, in 1979 a similar program was organized by the Red Cross in cooperation with the Manitoba Metis Federation. This Program went a long way towards filling the need for water safety instruction. However, it was coordinated from Winnipeg, as opposed to Thompson. This created difficulties which had not existed before, i.e. travel contacts with communities, and location of the orientation session.

In 1980 government resumed delivery of the Program through the Recreation Branch of the Department of Fitness, Recreation and Sport, based in Thompson. There was a marked improvement in the Program from the year before, however some difficulties were still encountered.

From 1981 to 1988 the Program has grown and become more successful under the administration of the Department of Culture, Heritage and Recreation - Regional Services. Since 1984, thirteen students have been employed each year (one Coordinator, two Assistant Coordinators and ten Water Safety Instructors), with an average of thirty-two remote communities receiving the Program.

In 1985, a Community Aquatic Leadership Training component was initiated to develop young people from remote communities as Water Safety Instructors, capable of teaching water safety programs in their home communities. Nineteen youth were trained under this Program in 1987. Sixteen youth were trained in this Program in 1988. This year, five people were trained as Community Aquatic Leaders.

2.

NORTHERN WATER SAFETY PROGRAM DELIVERY PARTNERS

MANITOBA CULTURE, HERITAGE AND RECREATION

Provided funding for Manager, Coordinators', and Instructors' salaries, Instructors' travel costs, and accommodations in Thompson. Manager and Coordinators' travel expenses are covered when required.

THE CANADIAN RED CROSS SOCIETY - MANITOBA DIVISION

Provided supplies and resource material; some at no charge, other items at regular cost.

THE ROYAL LIFE SAVING SOCIETY CANADA - MANITOBA BRANCH
INCORPORATED

Provided supplies and resource material; some at no charge, other items at regular cost. Marylou Correia, a representative of the Society oversaw the conducting of an Examiner's Clinic during the 1989 Orientation.

MANITOBA EMPLOYMENT SERVICES AND ECONOMIC SECURITY

The Student Temporary Employment Program assisted in recruiting the 1989 Instructors by sharing their listing of qualified instructors.

ROYAL CANADIAN MOUNTED POLICE

Provided Constable Rod Keeping at the 1989 Orientation. Topic areas he covered were personal safety and boat safety.

COMMUNITIES

Provided room and board for Instructors while in the community. Where necessary, transportation is provided to and from the swimming area.

OTHERS

Kelly Ross from Winnipeg attend the 1989 Orientation at the Manager's request to deliver an indepth presentation on boat safety. He is a qualified Red Cross Small Craft Safety Survival Instructor.

SUMMARY - NORTHERN WATER SAFETY PROGRAM 1989Program Review

At the Remote Communities Recreation Conference in March 1989, Minister of Culture, Heritage and Recreation, Bonnie Mitchelson pledged her commitment to continue the Northern Water Safety Program and explore ways in which youth from remote communities could be certified Water Safety Instructors. In April, the Department hired Lana Stowe as a full-time Program Manager to deliver the Program and conduct a major program review for effectiveness and efficiency. See Appendix A.

Staff

The 1989 staff included Northern Water Safety Program Coordinator, Nicole LeBoutillier and Community Aquatic Leadership Training Coordinator, Tannis Dawson. Eastman and Parkland Summer Coordinators were Faye Bauer and Lance Letain who were hired by Parkland and Eastman Regional offices through the Student Temporary Employment Program.

Eight Instructors were hired. All Instructors were new to the Program, with the exception of three who worked in the Parkland Region: Terry Archambault, Michelle Archambault, and Greg Letain. The Instructors who worked in Norman/Eastman were Suzanne Brisbois, Cheryl Morrow, Laura Sweeney, Jimmy Tait, and Kirk Bewer. Norman Regional Director, Donna Henry oversaw the Program and provided direction and supervision to the Manager.

Communities

Twenty-one communities received the Northern Water Safety Program with a total of thirty-four applying. See Appendix B. Ten communities did not receive the Program. These communities were Sherridon, Red Sucker Lake, Manigotagan, Poplar River, God's River, Pikwitonei, St. Theresa Point, Shamattawa, God's Lake Narrows and Barrows. Three communities were affected by fires, Pikwitonei, Nelson House and Norway House. The Program was terminated after the first week in Easterville following a conflict between the Instructor and some of the community youth.

Community officials in Sherridon and Red Sucker Lake were extremely disappointed at not receiving the Program this year, and required follow-up by the Norman Regional Services office with additional consultation and communication. A staff shortage of three Instructors was a major reason for not being able to serve more communities. The shortage of Instructors this year resulted from the recruitment and selection process starting later than usual due to the government's late commitment to the delivery of the Program.

In Eastman, the South East Tribal Council submitted applications for Little Black River, Paungassi, Hollow Water and Bloodvein. These applications were not considered because they were not authorized by the Chiefs. However, the communities of Little Black River, Hollow Water and Bloodvein submitted their own applications and received an Instructor.

Orientation

Orientation 1989 was held at Nelson House from June 19 to 23. Northern Water Safety Program Manager, Lana Stowe facilitated the training with Northern Water Safety Program Coordinator Nicole LeBoutillier's assistance. During the week presentations were made by Community Aquatic Leadership Training Coordinator, Tannis Dawson; Royal Life Saving Society Canada Examiner Trainer, Marylou Correia from the Norplex Pool in Thompson; Royal Canadian Mounted Police Constable, Rod Keeping; Red Cross Small Craft Safety Instructor, Kelly Ross; Nelson House Elder, Wellington Spence; Thompson Crisis Centre Community Development Coordinator, Karen Burrows; and Regional Services Staff - Elmer Billows, Sam Antila, Richard Hart, Wayne Huculak, Dick Weibel and Garry Dixon. Student Temporary Employment Program Coordinators Lance Letain and Faye Bauer also helped facilitate some topics.

The Instructors were billeted either with local families or in teacherages. The Manager and Program Coordinators stayed in a teacherage. Meals were provided by the Recreation Committee who arranged for a local resident to prepare meals at the school. Lectures and activities were held in a school classroom.

Program 1989

The Program began June 19 to make it one the most eventful years in the history of the Northern Water Safety Program. Parkland Region was included as a full participant in all aspects of the Program which created some administrative problems, but lead to other areas being improved.

Incidents

One staff member in the Norman Region left the Program in July, and another failed to return for the final evaluation after spending the last weekend of the Program at home.

Alcohol-related incidents in Easterville and Waasagomach lead to two Instructors and a Community Aquatic Leader being removed or asked to leave the communities. An Instructor in the Eastman Region caught an ear infection and had to leave for a weekend to receive medical care in Winnipeg.

The forest fire disaster in northern Manitoba caused many communities to be evacuated in the middle of the Program. Communities were concentrating on resettling rather than swimming when the emergency ended.

Extra planning and work was created for Norman staff because of the Emergency Evacuation. Two Instructors were evacuated from the threatened communities of Nelson House and Norway House. The Manager - Northern Water Safety Program drove to Nelson House to pickup Jimmy Tait the day the community was evacuated, and returned to collect his personal belongings when the residents were allowed back. The Coordinator - Community Aquatic Leadership Training drove to Norway House to collect Laura Sweeney's personal belongings when residents were allowed to return. All Departmental staff in Thompson were assigned to work at the evacuee centre for a week during the emergency.

The impact of the fires on the Northern Water Safety Program was disastrous. It was not possible to complete the Program in Nelson House or Norway House. Both had Community Aquatic Leaders in the 1989 Community Aquatic Leadership Training Program. The community of South Indian Lake received an abbreviated version of the Program twice because three Instructors had to be rerouted from their original destinations.

Enrollment and certification figures were down considerably from other years. This is due to the forest fires and shortage of Instructors which did not allow large numbers of participants to take part in the Northern Water Safety Program.

Program schedule changes were made several times during the summer because of staff changes and forest fires. Crucial policies and procedures were developed to meet Workplace, Safety and Health legislation for workers working alone. Emergency plans were established and implemented for all staff.

Northern Water Safety Program Instructors were being paid remoteness allowance, although room and board was provided. Further research and follow-up in this area is required. For a full discussion of this issue see section 4.24.

Evaluation

Final evaluations were held at the end of the Parkland Region Program and the Norman/Eastman Program. Parkland staff attended an evaluation in Dauphin on August fourteenth and fifteenth. All other staff attended an evaluation on August twenty-eight and twenty-ninth in Thompson.

4.

NORTHERN WATER SAFETY PROGRAMINSTRUCTORS' COMMENTS AND RECOMMENDATIONS

The following information was gathered from Instructors at the evaluation sessions. All Parkland Instructors had worked in their region since 1986 and 1987, but had never attended a Northern Water Safety Program Orientation. They did not work in any other region except Parkland. All were from Dauphin. Norman/Eastman Instructors were from Norway House, and southern Manitoba.

There was conflict between Instructors because of the differences in Instructor lifestyles, and the communities each region was serving. Norman/Eastman Instructors worked in isolated areas with little opportunity to leave on weekends. Parkland Instructors had weekends off and left the communities on weekends. Parkland Instructors had access to personal vehicles, and two stayed at their parents cabin in a cottage area during two different sessions.

4.1 Orientation

Orientation is a crucial factor in determining the success of the Program. During Orientation Instructors are able to familiarize themselves with a remote northern community, its people, and the way of life in the security of a peer group with resource people at hand.

The week is spent in meetings where topics about the north, its communities and people are discussed. The Instructor Manual and other resource materials are reviewed, and Instructors are given a list of things to discover about the community from their interaction with the people.

4.1.1 Community - Each year the Northern Water Safety Program orients staff for one week in a Metis/Indian community. A community is chosen for accessibility, facilities such as a meeting area, accommodation, and waterfront area. Inexperienced Instructors are provided with the opportunity to totally immerse into a typical community.

Instructors' responses:

- The community of Nelson House offered impressive facilities such as the school and Medicine Lodge.
- Inexperienced Instructors should be made aware of conditions in other communities which do not offer as much.
- Recreation Director, Ed Primrose was helpful. He arranged tours, speakers, a ball game, use of community equipment, etc., and was willing to organize and participate in anything the group asked.
- The contrast between the Metis community and Indian Reserve was useful for the Instructors to be exposed to.
- Other communities to consider for Orientation include Pelican Rapids, Crane River, Pine Creek, Camperville, Skownan and South Indian Lake.

4.1.2 Accommodations - Where circumstances allow Instructors are billeted in private homes. Living with a family provides Instructors with a insight into many of the problems people face living in remote areas, the lifestyle they lead, and gives Instructors a chance to adapt. Teacherages are used to house Instructors at times. They

are usually provided with many things not available to the rest of the community i.e. running water.

Instructors' responses:

- More time should be spent with the billeting family so you can get to know each other better.
- If allowed to spend more time with the family Instructors could find out more about the community.
- Having no telephone, indoor toilet or running water prepared Instructors in case they had to live in such conditions during the summer.
- Instructors should have a place to shower when they need to.
- Some Instructors would prefer to stay with a family all summer.

4.1.3 Agenda - The Northern Water Safety Program Manager and Coordinator facilitated the week. Topics about the north, communities, aquatics, guidelines, and people were presented. See Appendix C.

Instructors' responses:

Norman/Eastman

- Agenda was well planned and helpful in easing Instructors into the Program.
- The guest speakers and films were interesting and enjoyable for some.
- The Royal Canadian Mounted Police Constable, Thompson Crisis Centre Community Development Coordinator and Red Cross Small Craft Safety presenters offered useful information.
- The films at the end of the day were excellent.
- The group should spend more time at the waterfront.
- Instructors could use more practice with boats.
- Veteran Instructors should be used as facilitators to explain what to expect on the job to inexperienced Instructors.
- Parkland Instructors caused a lot of aggravation which affected the group.
- Parkland Instructors did not respect the Program management but rather acted like old pros who did not need to learn anything.
- Parkland staff were close-minded and caused resentment at Orientation because they were going back to work in some resort areas, where they had

access to personal vehicles, access to larger centers and their home town, their parents' cabin, water skiing, family and friends, weekends off, shorter work periods, and at times were able to work in partners.

Parkland

- The films were not needed. Orientation would be useful to first year Instructors, but it was not useful for experienced Instructors.
- One Instructor did not learn much at all during the week.
- Some sections did not apply to Parkland Instructors.
- Parkland Instructors could have been used as facilitators because of their experience.
- Too much time was spent on cultural topics.
- Cultural training was presented like Natives were precious crystal that would shatter, with discussions appearing like white people are the bad guys.

4.1.4 Guest Speakers/Resource People

Instructors' responses:

- Nelson House Elder, Wellington Spence was interesting and they gained alot from his presentation.
- Red Cross Small Craft Safety Instructor, Kelly Ross was interesting, and offered a informative refresher in boat safety. Instructors suggested he attend next year and offer more practical experience with boats.
- There was mixed response concerning Royal Canadian Mounted Police Constable, Rod Keeping's presentation. Some felt it was not useful or relevant. Others appreciated the information he presented about communities.

4.1.5 Best/Worst Part of Orientation

Instructors' Responses:

Greg Letain

- The friendly atmosphere of Nelson House and the children were highlights.

- Nelson House Elder, Wellington Spence's stories were interesting.
- The worst part of the week was a feeling of not being part of the team.
- More room could have been made to use repeat Instructors as facilitators.
- There was too much of a focus on Native culture.

Terry Archambault

- Enjoyed being in the community and experiencing the way of life.
- Disliked not having the agenda geared more specifically to the Program, Parkland Region, and experienced Instructors.

Michelle Archambault

- Nelson House Elder, Wellington Spence, and being in the community of Nelson House was the best part of Orientation.
- The worst part was that the agenda did not deal more with the Parkland program, and the differences between the regions.

Laura Sweeney

- The best part was the softball game because the group was involved in the community.
- The worst was the condition of the road, and the long days.

Cheryl Morrow

- The best part was guest lecturers Royal Canadian Mounted Police Constable, Rod Keeping and Nelson House Elder, Wellington Spence. As well, the tour of the Medicine and Sweat Lodges because she gained a better understanding of Native religion and beliefs, and being billeted at Dolly Spence's place.
- The worst part was the poor attitude of Parkland staff, one who particularly stood out all week.

Suzanne Brisbois

- Enjoyed the presentation by Nelson House Elder Wellington Spence, the tour of the Medicine Lodge, and the films "The Honor of it All", and "Loyalties".
- The worst part was the behavior of a Parkland staff member.

4.2 Northern Water Safety Program Objective - To provide water safety instruction including respect for the water, promoting the use of lifejackets/personal floatation devices, rescue techniques and water survival in remote northern Manitoba communities. To train Native youth to become aquatic leaders.

Instructors' responses:

- The objective is achievable, or being met.
- The Program is important even if children only learn one thing.
- Certification of levels is not as important as reaching participants and exposing them to the concepts of the Program.
- It is especially important to offer this Program to remote communities because the children do not have access to pools or the same opportunities as those in urban areas.
- One Instructor was surprised to find out how much more the Program covered than swimming lessons.

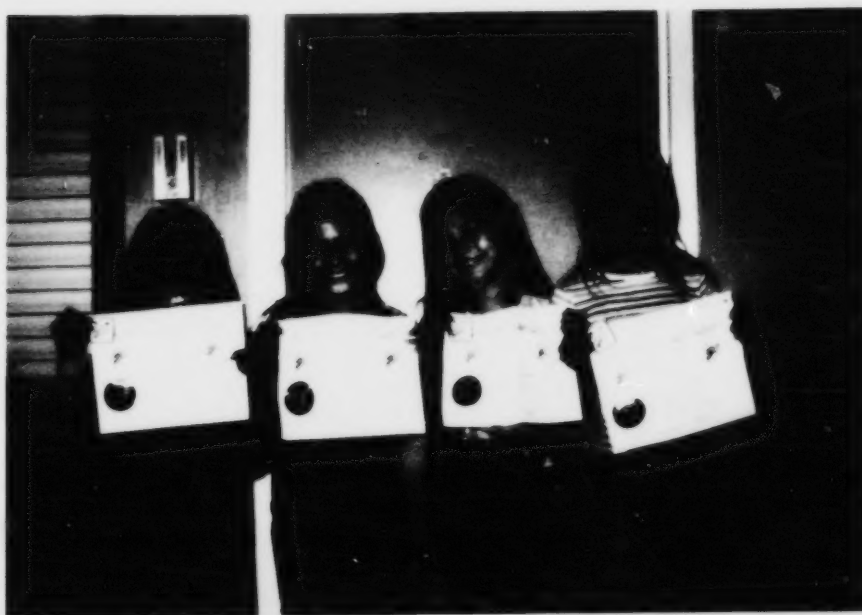


Figure 1 Northern Water Safety Program Graduates.

4.3 Community Eligibility Criteria - Has never been specifically defined. Communities have been selected for some of the following reasons: geographic locations relative to weather and water temperature; whether or not the community has met the specified application deadline and fulfilled its responsibilities; consideration of other programs that may be running, such as bible camps, Northern Fly In Sports Camps, etc.

Instructors' responses:

- Things that should be taken into account when considering criteria are:
 - Application deadline.
 - Interest.
 - Cooperation.
 - Some form of organization within a community.
 - Financial contribution or gift in kind (accommodation, food, badges).
 - Preregistration.
 - Proper facilities within the community (i.e. docks, etc.).
 - Designated community representative present for the session.
 - Designated community representative active in the Program.
 - A clean and safe beach.
 - Treatment of Instructor determines the next year's eligibility.
 - Application forms filled out completely.
 - A beach front supervisor from the community.
 - Community Aquatic Leader(s).

4.4 Community versus Provincial Campground/Park

Manipogo Beach - is located in a designated Provincial Campground. Manipogo Beach is located ninety-two kilometers north east of Dauphin.

In the nineteen seventies the Northern Water Safety Program was directed to the community of Meadow Portage, a Northern Affairs Community, located seventeen kilometers from Manipogo Beach. Lessons were held at Manipogo Beach. In 1984 the Program was directed to Toutes Aides, a community located

approximately seven kilometers from Manipogo Beach. There is little to no contact between the organizers, instructors and the Department with park officials.

Knights of Columbus representative, Paul Bilodeau has organized the Manipogo Beach program from his residence in Toutes Aides for the past five years. Several businesses have donated goods such as hot dogs, buns, etc., for Awards Day.

Parkland Regional Services staff support the continuation of the Program at Manipogo Beach, and feel the Program is servicing a remote community.

The enrollment list indicates Northern Water Safety Program participants are residents of Saint Rose du Lac and Rorketon, neither of which is a remote community.

Wellman Lake - is located in the Duck Mountain Provincial Park.

The Program has been servicing Wellman Lake since 1984. Cottagers have organized the Program.

Parkland Regional Services staff emphasized that remote communities would take a priority when selecting Program locations. They said communities in the region must improve on their organization before they receive the Program, but that Wellman Lake could serve outlying areas. Currently, the Program serves a cottage area and nearby communities.

The enrollment list indicates Northern Water Safety Program participants are residents of Minitonas and Swan River, neither of which is a remote community. Swan River has a seasonal swimming pool. Minitonas is forty kilometers from Wellman Lake, Swan River is forty-eight kilometers away. Wellman Lake is 129 kilometers north west of Dauphin.

4.5 Community Responsibilities - Community responsibilities outlined on the application form are as follows: The contact person must be in the community for the duration of the Program. This person will meet the Instructor when he/she arrives, help with problems, inform council and recreation committees about the Program, and receive and refer Instructor mail and phone calls. The community must provide room and

board and ensure safe accommodation. As well, they must have a swim area that is safe, garbage and glass free, and provide transportation to and from the area where needed. The form must be signed by the contact and mayor/chief. See Appendix D.

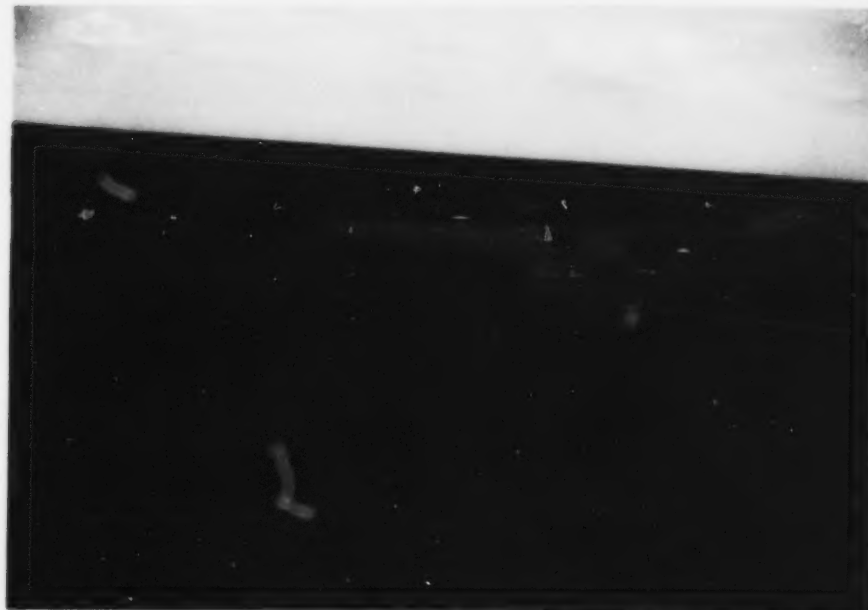


Figure 2. Garden Hill, Manitoba on Island Lake - a typical northern community surrounded by water.

4.5.1 Grand Rapids (Suzanne Brisbois)

- The contact person was reliable.
- The contact picked her up and showed her the community, introducing her to people.
- The contact helped her settle by arranging for a food account and accommodation.

4.5.2 Berens River (Suzanne Brisbois)

- The community did not live up to the responsibilities outlined on the application form because the contacts were no help, no transportation was provided for participants, and the beach area had broken glass.
- The Instructor stayed at the hotel. The owners, were her contacts.
- The Instructor suggested they not be the contacts

next year because she had to continually answer the telephone at her accommodations even though the owners were present. As well, the Instructor felt like she was not part of the community and suggested if she had lived with a family there would have been more participation in the Program.

- Transportation is needed for the participants.

4.5.3 Norway House (Suzanne Brisbois)

- The Instructor went in with a positive attitude, but because community contacts had made no arrangements for her transportation and accommodation it became a negative experience.
- The Instructor arrived late at night. No one picked her up.
- There were no reservations at the hotel where she had been told there would be.
- At the Council Office she found the secretary uncooperative, and the Mayor had priorities resettling forest fire evacuees.
- Suzanne left the community the following day because of the lack of help and organization.

4.5.4 South Indian Lake (Suzanne Brisbois)

- The Instructor stayed at her contact's home.
- The Instructor felt like she had been adopted as one of the family.
- The community was very well prepared for the Program.
- She worked with Community Aquatic Leader, Warren Dumas who was a participant in Community Aquatic Leadership Training Program two years ago. She was impressed with his teaching ability.

4.5.5 Bloodvein (Cheryl Morrow)

- Upon her arrival Cheryl was met by the Chief. His wife was the contact.
- Cheryl had no problems with food or accommodations; she even had the bonus of a television.
- Cheryl's contact welcomed her anytime.
- The support in the community was hard to measure, people knew of the Program, but following a time structure and regularly attending class seemed to be irrelevant.
- Bloodvein is a community that needs the Program because boats are common mode of transport and it is not well enough developed to organize its own water safety program.

4.5.6 Cormorant (Cheryl Morrow)

- Cheryl was not impressed with her contact's behavior, or the way she was treated.
- The contact was uncooperative. The contact did not allow Cheryl to visit the nearby beaches which were reported to have safer conditions. Cheryl was not allowed to meet the Mayor. The contact was disinterested in Cheryl meeting with her to inform her of how the Program was running. The contact was abrasive and rude during most meetings with Cheryl.
- Cheryl was very impressed with her accommodation which was at the Cormorant Lodge.
- The Community Council arranged a special agreement with the Cormorant Lodge to allow Cheryl to stay there. The community had difficulty finding suitable accommodations for Cheryl because of her particular dietary requirements. Staying at the Lodge allowed her to cook her own meals.
- Cheryl became good friends with the Lodge Manager and his family. This helped her feel comfortable living in the community for the session.
- Parents in the community supported and appreciated the Program.
- The waterfront area is not a safe place to work at; one swim area is at a railway bridge that is in use.
- The community could probably arrange to have their own Instructor by their own means because they have easy access to The Pas and good organizational and administrative skills.

4.5.7 York Landing (Cheryl Morrow)

- The contact met her at the airport.
- He had Cheryl's food and accommodations ready.
- The community support was high.
- The contact was reliable.
- Cheryl ran structured lessons.
- A serious incident occurred when a girl was held under water by another child. She went into shock. Cheryl treated her. The girl appeared to be okay, and returned to lessons the next day. As a result of the incident Cheryl wrote a letter to parents stating they were responsible for their children in lessons during specified hours.
- She recommended contacts talk to parents when there is a problem with children.

4.5.8 Ilford (Laura Sweeney)

- The Instructor was dropped off in the middle of

the community by train and had no trouble meeting her contact.

- Laura was pleased with her accommodations.
- There was no need for transportation as the beach was only a fifteen to twenty minute walk.
- The community support was there, but the community itself has a lot of local issues which created friction and had a negative affect on Program participation.

4.5.9 Norway House (Laura Sweeney)

- Upon her arrival Laura had a fifteen to twenty minute wait before she was picked up by her contact.
- She stayed at the hospital compound and had a food account at the store.
- The Northern Affairs community provided a truck.
- The Indian Band gave little support to the Program.
- The size of the community does not allow a Instructor to facilitate a good program in three weeks.
- She recommended that either Jimmy Tait be hired for employment along with another Instructor, or two Instructors be sent in.
- She instructed in four of six possible locations with a participation load of about 150.
- She recommended structured lessons take place.
- Laura was evacuated in mid-session due to forest fires.



Figure 3. Northern Water Safety Program participants being bussed to swim area.

4.5.10 South Indian Lake (Laura Sweeney/Jimmy Tait)

- The community support was high.
- The contact was reliable.
- The community contact had everything prepared on their arrival.
- Laura worked with Jimmy Tait for an abbreviated session of the Program at South Indian Lake.

4.5.11 Little Black River (Laura Sweeney)

- The contact was two hours late in picking Laura up.
- She stayed in a teacherage and had a food account at the store.
- The contact was gone for the first two days of the Program.
- Laura was asked to drive a bus to and from the swimming area, but was instructed by the Northern Water Safety Program Manager that under no circumstances was she to do so because she was not licenced to drive the vehicle.
- The community had a poor stock of food, most fresh food was located in Pine Falls.
- When the contact was not there to drive the bus there were no lessons.
- A complaint from the community Constable regarding safety supervision lead Laura to organize structured lessons. She sent a letter to parents outlining Instructor and parent responsibilities.

4.5.12 Manipogo Beach (Michelle Archambault/Terry Archambault)

- Her contact, Knights of Columbus representative Paul Bilodeau, was organized and reliable.
- He organized car pools, and had preregistration completed.
- Michelle stayed at her parents' cabin near the beach for the session.
- Michelle worked with Terry Archambault for the session.

4.5.13 Skownan (Michelle Archambault)

- The first day she was met and settled in a cabin, however she chose to commute from her parents' cabin at Manipogo Beach for most of the session.
- She worked with a summer student who watched the extra children while she taught.

- The Instructor had a food account at the local store. Sometimes they ate at a local restaurant.
- The badges did not arrive by the end of the session, but came shortly after. The contact distributed them.
- While she was in the community she used her own vehicle.

4.5.14 Wellman Lake (Michelle Archambault/Greg Letain)

- Michelle found the accommodation good, with the setting comparable to Manipogo Beach.
- Michelle worked with Greg Letain for the session.
- Michelle and Greg stayed at a cabin near the swim area.

4.5.15 Manipogo Beach (Terry Archambault/Michelle Archambault)

- His accommodation was at his parents cabin near the beach.
- Terry worked with Michelle Archambault for the session.

4.5.16 Pine Creek/Camperville (Terry Archambault/Greg Letain)

- Terry never had the opportunity to meet the Pine Creek contact and did not know who he/she was.
- He used his own car when he was in the communities.
- Pine Creek was responsible for the accommodation which was a teacherage. Camperville was responsible for the food.
- Terry worked with Greg Letain for the session.

4.5.17 Crane River (Terry Archambault)

- Terry stayed at a cabin by the beach and had a food account at the local store.
- He had the help of a summer student at the beach.

4.5.18 Waterhen (Greg Letain)

- Greg did not see his contacts very often.
- He had his own car in the community and was able to get around better than the year before when he had a bike.
- The contacts did a minimum amount of work.

4.5.19 Pinecreek/Camperville (Greg Letain/Terry Archambault)

- During the first week the Camperville contact was there daily.
- Greg worked with Terry Archambault for the session.

4.5.20 Wellman Lake (Greg Letain/Michelle Archambault)

- Greg felt they needed a boat to use for lessons.
- They had a car to get around in.
- Greg worked with Michelle Archambault for this session. They stayed at a cabin near the swim area.

4.6 Problems/Incidents

Parkland

Camperville

Greg Letain and Terry Archambault were chased off the beach by people throwing sand at them and their students. They kept moving the class, but the sand throwing continued. At one point Terry was pushed by a sand thrower. Their contact was not in the community at the time.

Finally, they left the beach and called the Parkland Regional Manager, Elmer Billows. They tried unsuccessfully to find their contact. Elders on the beach told them they would talk to the youths' parents. The Instructors and students left the beach.

The incident happened on Friday. Parkland Student Temporary Employment Program Summer Coordinator, Lance Letain phoned the contact on the following Monday to inform him of the incident; the youths apologized shortly thereafter.

Camperville

The beach had a lot of glass from broken pop and beer bottles. Many children were cut daily and required first aid.

The dock at the beach was condemned because of its poor structural condition. The community is trying to receive funding to clean the beach and build a dock.

Waterhen

There was a lack of interest in the Bronze Medallion class. The community blamed the poor attendance and class behavior on the Instructor. The Instructor blamed the poor attendance and class behavior on the participants because they disobeyed direction and appeared to be disinterested.

Red Cross/Royal Life Saving Society Canada

Parkland Instructors would like better communication and follow-up between the Societies due to the confusion in reporting the correct Instructors' qualifications this past summer. They attributed the problems to the communication system between the Societies.

Norman/Eastman

Little Black River

Laura Sweeney had unwanted visitors at 3:30 A.M. They rang the doorbell, and tried to enter. There was a large dead bolt in place, and the person(s) did not succeed in entering. Within a day teachers returned for the year, and no more problems were experienced.

York Landing

Someone started a fire next to Cheryl Morrow's teacherage. It was soon brought under control, and nothing was damaged.

4.7 Forest Fires

Suzanne Brisbois

Suzanne was virtually unaffected by the forest fires. She experienced very little smoke in her communities, however Berens River and South Indian Lake residents were on evacuation standby. In Norway House she arrived to a disorganized community concentrating on resettling. She was relocated from Norway House to South Indian Lake.

Cheryl Morrow

Several people were removed from Cormorant and York Landing because of the smoke, but the communities were not in danger. She was depressed after a period of time, but felt fortunate that the situation was not any worse.

Laura Sweeney

On July 22, Laura taught swimming lessons in the morning at Norway House Community. Normally she would have gone to teach at the Reserve in the afternoon, but the Band did not pick her up, so she returned home and fell asleep.

She woke to find water bombers loading in front of her accommodations. Smoke was billowing from an area in the community. She telephoned the Northern Water Safety Program Manager and was instructed to contact local authorities to assess the situation.

At approximately 3:30 P.M. Laura telephoned the Royal Canadian Mounted Police and was informed the community was being evacuated. At approximately 11:00 P.M. she left the community in a truck with Norway House resident, Charlene Ducharme and her family. They arrived in Thompson on July 23 at 5:00 A.M.

The Northern Water Safety Program Manager picked Laura up and took her home. Subsequently, Laura was moved to the Regional Director's house and assigned to volunteer duties at the Thompson Recreation Centre. She was later assigned to South Indian Lake to deliver an abbreviated version of the Program.

Jimmy Tait

Jimmy was negligent in calling the Northern Water Safety Program Manager, Lana Stowe on July 22 and July 23. He explained the community had been on standby evacuation orders, and he had sat up all of July 22 watching his family's house, waiting for a decision. July 23 he slept.

At 11:00 P.M. July 22, Northern Water Safety Program Manager called Nelson House Royal Canadian Mounted Police. The Constable indicated there were no problems regarding forest fires. No contact was made with Jimmy.

July 23 at 1:00 P.M., Northern Water Safety Program Manager drove to Nelson House to locate Jimmy. She found him almost immediately. They gathered most of his belongings and left the community.

The decision to evacuate the community was made while the Northern Water Safety Program Manager and Jimmy were in the process of leaving. They arrived back in Thompson at approximately 5:00 P.M. and went to the Northern Water Safety Program Manager's home.

That evening he was moved to the Regional Director's house with Laura Sweeney. He was assigned duties at the Thompson Recreation Center and later assigned to South Indian Lake with Laura.

Laura was upset by the forest fire experience and at being rerouted to South Indian Lake. Both Jimmy and Laura had to leave belongings in the communities from which they were evacuated, Laura left with only the necessities.

Community Aquatic Leadership Training Coordinator, Tannis Dawson collected Laura's belongings August 2. Laura received them August 4, almost two weeks after her evacuation from Norway House. Jimmy and the Northern Water Safety Program Manager returned to Nelson House August 7 to collect his belongings.

July 22 and 23 regular contact was kept with other field staff regarding the forest fires to ensure instructors were not being affected. Regular contact continued with field staff during the week of July 24 to 30.

During the week of July 24 to 28, Regional Services staff who were in Thompson worked at the Recreation Centre in eight hour shifts, helping in the supply room, registration area, and completing various tasks.

Regular Northern Water Safety Program duties and schedules were abandoned until August 10th, when the State of Emergency was over. See Appendix E.



Figure 4. Nelson House fire fighters leaving for the fire lines threatening the community.

4.8 Community Deaths - Metis and Native people grieve the loss of family and friends from the time of death to burial which is a period of two to four days. During this time the community comes to a stand still; all programs and events are cancelled or postponed. This includes sports nights, weddings, festivals, bingos, etc. When an Instructor is in a community where there has been a death they are asked to discontinue teaching during the period of mourning.

Grand Rapids - The day before the Instructor arrived a young man jumped off a bridge near the swimming area. His body was recovered within twenty-four to forty-eight hours. The drowning did not affect classes.

4.9 Waterfront Conditions/Safety

4.9.1 Grand Rapids (Suzanne Brisbois)

- The Instructor and participants cleaned the swimming area each day before class.
- There was a designated student who was to clean before the Instructor arrived but did not do a thorough job.
- Shortly before the end of the Program, Councillor Arnold Ballantyne called Suzanne to say he thought the water was contaminated because of a sewer leakage and two oil spills. He asked for a list of the participants in case there were future health problems. He said he had known about the problem for a week and a half to two weeks, but neglected to tell Suzanne until shortly before she left. The councillor said water samples were sent to Cadham Labs in Winnipeg. However, Cadham Labs reports receiving no samples from the Band for testing, and no results were located.

4.9.2 Berens River (Suzanne Brisbois)

- Students cleaned the beach each day before swimming.
- The dock area was satisfactory, but Suzanne suggested Instructors stay away from the top end of one side because of structural damage.

4.9.3 South Indian Lake (Suzanne Brisbois)

- There was broken glass on the new beach.

4.9.4 Bloodvein (Cheryl Morrow)

- It is not possible to see to the bottom because the water is a yellow color.
- There are slimy rocks which start as a gradual drop off then come to a sharp drop off.
- There are cement blocks with protruding nails sticking out near the swim area.

4.9.5 Cormorant (Cheryl Morrow)

- The Old Forestry Beach is a rock beach which has leaches, cray fish, blood suckers and broken glass.
- There are some beautiful beaches in the area, but Cheryl was strongly discouraged from using them due to the lack of transportation from the community to the beaches.
- The Train Bridge swim area has train and boat traffic along with a small current. There are sharp rocks and broken glass. It has a steep incline to the water. The Train Bridge swim area is the only place for older participants to swim.



Figure 5. Cormorant Train Bridge swim area.

4.9.6 York Landing (Cheryl Morrow)

- The Pitt swim area has a sand bottom. The Pitt is a gravel pitt near the edge of the water.
- The Dock swim area has a deep drop off and should be used with older kids.
- The participants can swim out to the crib.

4.9.7 Ilford (Laura Sweeney)

- There is broken glass on the beach. The water level is low.
- The change houses are in poor condition with broken boards and protruding nails.
- The Third Dock is too shallow to teach at. There are submerged barrels in the water.

4.9.8 Norway House (Laura Sweeney)

- The Townsite swim area has a lot of garbage and broken glass.
- The Royal Canadian Mounted Police dock is well maintained and drops from shallow to deep.
- The Allan Wilson area is shallow and clean.
- The Government Dock is an acceptable swim area with the dock about five feet above the water level.

4.9.9 Little Black River (Laura Sweeney)

- It has a beautiful beach.
- There are rocks you can dive off of three meters above the water level.

4.9.10 Crane River (Terry Archambault)

- The lake is shallow with rocks and sand bars.
- There is no broken glass, but there are weeds and grass.
- There is a floating dock.

4.9.11 Camperville (Terry Archambault/Greg Letain)

- There is a lot of broken glass on the beach.
- The pier is long and has some boards missing.

4.9.12 Pine Creek (Terry Archambault/Greg Letain)

- It has a floating dock and sand bottom that turns to a mud bottom the further out you go.

4.9.13 Manipogo Beach (Terry Archambault/Michelle Archambault)

- It has a buoyed area for lessons.
- It has a sandy bottom with two floating docks.

4.9.14 Wellman Lake (Greg Letain/Michelle Archambault)

- It has a sandy beach.
- It has a buoyed area for lessons.
- There are leaches and some weed areas.

4.9.15 Waterhen (Greg Letain)

- The river flows very fast.
- There is a bridge for vehicle traffic, with docks along the edge of the river.
- The lake is very shallow.
- There is a little floating raft.

4.9.16 Skownan (Michelle Archambault)

- The shore is rocky and has broken glass.
- There are some sandy spots.
- The bottom of the swim area is weedy.
- There is a new raft with a diving platform which was built with money from a Remote Equipment Grant.



Figure 6. Northern Water Safety Program participants preparing for class.

4.10 Class Sizes/Participants - See Appendix F.

Instructors' Responses:

- Generally participants ranged in age from three to sixteen, with only about five adults participating throughout the summer.
- Class sizes ranged from three to eight participants per class. One exception was a class of twenty.
- Candidates lose interest after the age of sixteen because they have other interests or summer jobs.
- To attract older age groups demonstrate rescues using role play situations. This would highlight lifesaving skills and people could see different areas Instructors teach.



Figure 7. Northern Water Safety Program participants practicing artificial respiration.

4.11 Lesson Format

Recommended lessons be formatted as indicated.

Little Black River	- Structured
Norway House	- Structured
Ilford	- Unstructured
Bloodvein	- Unstructured
Cormorant	- Structured
York Landing	- Structured
Grand Rapids	- Structured
Beren's River	- Unstructured
South Indian Lake	- Structured

4.12 Consent Forms/Preregistration

Instructors' Responses:

Norman/Eastman

- Consent forms and preregistration should be compulsory because of lawsuits arising from aquatic accidents.
- Consent forms would help stress that the Instructor is not a baby-sitter.
- Have parents sign a form which clearly states what the Department and Instructors are responsible for.

Parkland

- Each community completed registration in the Parkland region with a minimum registration fee of two dollars.
- This system seems to work, but the forms themselves hold no legal ground.
- Instructors kept the forms for the duration of the session and then discarded them.

4.13 Preadvertising

Instructors' Responses:

Norman/Eastman

- Techniques used to publicize the Program in communities were by:
 - posters.
 - word of mouth.
 - local television access channels.
- Norway House had a local television and radio station.
- Once again this year announcements were broadcast on Canadian Broadcasting Corporation North Country, and Native Communications Incorporated at no cost.

Parkland

- Letters were sent to communities.
- The Student Temporary Employment Program Coordinator completed community visits prior to the Instructor's arrival.

4.14 Paperwork - Northern Water Safety Instructors are required to complete Red Cross statistics sheets, daily attendance sheets, three-day reports, final reports, the daily log of duties, Royal Life Saving Society Canada exam sheets, and the Community Aquatic Leadership Training Program evaluation when they have worked with a Community Aquatic Leader.

Instructors' Responses:

Norman/Eastman

- The level at which the participants were working and a page for comments needs to be added to final report.
- The Three-Day Retorts are humorous and help maintain staff morale.

Parkland

- A section of what to expect and the provisions Instructors may need should be added to the final report.
- Information such as preregistration (whether or not it has taken place), and waterfront conditions including an equipment inventory should be included in the final report.
- Lesson plans are not flexible enough for the conditions and areas the Northern Water Safety Program serves.
- Instructors should not become too dependent on lesson plans because at times they will not be able to use them i.e. in the case of high winds and other adverse environmental conditions.
- The laminated personal record cards were useful and should be continued.
- The daily log was not necessary, especially at Wellman Lake, because the days were routine and followed a regular schedule.
- Only unusual happenings should be recorded in the daily log.
- A record of certified children should be given to the next year's Instructor.
- The communities should assume responsibility for record keeping and documentation.
- Certification and enrollment information should be kept on file in the office, and sent to community contacts for preregistration at the beginning of the Program.

4.15 Boat Safety - Is an area Northern Water Safety Program staff have tried to bring added focus and promotion to over the past three years.

Instructors' Responses:

- There was not much interest in boat safety education.
- Most adults felt they were well informed and were not receptive to the information presented.
- Many did not take boat safety education seriously.
- Instructors had minimal interest when teaching it.
- Instructors felt intimidated because they lacked experience in the area and thought some residents of remote communities did know more about handling boats.
- The Northern Water Safety Program should develop a boat safety video.
- The Northern Water Safety Program should incorporate theme weeks into the Program - Water Safety Education Week; Boat Safety Education Week; Ice Safety Education Week.
- The Northern Water Safety Program should hire a person(s) to be a rover, and travel from community to community all summer presenting boat safety and working with Instructors. For cultural reasons, a male boat safety Instructor would be the most suitable, and residents may be attracted if small motor repair work/course was offered.

4.16 Water Safety Education/Royal Life Saving Society Canada

Instructors' Responses:

Norman/Eastman

- At times there was absolutely no interest shown when Instructors were talking about lifesaving, and at other times Instructors felt like they had participants' attention.
- The participants eventually realized Instructors were there to teach water safety not just swimming lessons.
- Instructors were intimidated at times when teaching water safety education and felt more equipment, films and videos would make it easier to present and would create more interest.

Parkland

- It was difficult to teach the knowledge sections because most children wanted to swim and have fun.
- The wording on the back of the Walter Water Safety Posters was not appropriate for children because the words were too complex.
- Most rules are very negative on the Red Cross Walter Safety sets emphasizing "Don'ts".

4.17 Promotion of Personal Floatation Devices/Lifejackets - In 1982 the Northern Water Safety Program provided each Instructor with a lifejacket/personal floatation device, and sent one extra into each community to use as an award. At the end of each session Instructors awarded one lifejacket/personal floatation device to a member of the community who was the best all around student. The award has been continued ever since.

4.17.1 Sizes

Instructors' responses:

- An in-between size is needed between the small and large size personal floatation devices.
- To eliminate size problems lifejackets/personal floatation devices should be shipped to the community a week after the Instructors' arrival.

4.17.2 Reasons Awarded

Instructors' Responses:

- Attendance.
- Participation.
- Attitude.
- Progress.
- Someone who would use it.
- Regularly being a good listener.
- Wanting to learn.
- Interest in water safety education and lessons.



Figure 8. Northern Water Safety Program participant wearing a personal floatation device.

4.17.3 Award Winners' Reactions

Instructors' Responses:

- Winners were happy, proud, and excited.
- The award adds incentive for children to try harder.
- Most children at Wellman Lake already have a lifejacket or personal floatation device, but still appreciated the opportunity to try to win the award.
- In York Landing most children have a lifejacket or personal floatation device.
- Staff support the continuation of the Lifejacket/Personal Floatation Device Award which is now recognized in most communities.

4.18 Instructor Supplies - Instructors are supplied with a first aid kit, badges, pamphlets, posters, Red Cross Water Safe Manuals, participation and award certificates, personal record cards, staplers, gold and red seals, daily logs, clipboards, gym bags, personal floatation devices, Red Cross Rainy Day Activity Book, tape, pens, liquid paper - white, markers, thermometers, Northern Water Safety Program Instructor Manual, sweat suits, and a resource binder. The resource binder consists of Royal Life Saving Society Canada Volume I, Royal Life Saving Society Canada Instructor notes, Red Cross Small Craft Safety Instructor Guide and Reference, Red Cross Waterfront Instruction, Buoyant Objects and Lifejackets, Royal Life Saving Society Canada Self Rescue, lesson activity materials, Red Cross Splash, Red Cross Splash I, Red Cross Splash II, Song Sheet, Red Cross Walter Water Safety, Red Cross Walter Ice Safety, Red Cross Walter Boat Safety, Red Cross Twigs and Friends, Red Cross Fun Manual, Red Cross Winter Recreation Safety Guide, Manitoba Fitness, Recreation and Sport Song and Game books.

Instructors' Responses:

- The thermometers for measuring water temperature should be deleted because the temperature does not change much, and almost all of the thermometers broke.
- The certificates create a lot of extra work, but were a good idea.
- Letter moisteners should be purchased for the seals.
- The first aid kits should have more bandages.
- Improve and expand first aid kits as they are not adequately stocked to meet the needs of Instructors in remote communities.

- The resource binders were good to have on hand.
- Soft cover binders should be used for the resource binders because it would be easier to pack and carry.
- Communities should take more responsibility in obtaining supplies such as badges, posters, etc. A Northern Water Safety Program Coordinator could take a list of supplies to contacts and direct them on how to order.
- One Instructor did not use the Instructor Manual.
- The Instructor Manual gave good direction for completing forms. The manual was interesting.
- The supplies sent to Parkland Region were not split up properly, and therefore caused some confusion about what they had and what was needed.
- Rope, crayons, better staplers and more equipment should be provided.
- Red Cross should be encouraged to produce materials that apply to waterfronts and Native populations.
- The Red Cross cartoon sheet was a good educational resource.
- More "Splash" books should be provided for Instructors.
- The Red Cross Water Safe Manual and Red Cross Splash books were excellent resource material.
- The Manitoba Fitness, Recreation and Sport Song and Game books were useful.
- The Royal Life Saving Society Canada Self Rescue Manual was not used much.

4.19 Northern Fly-In Sports Camps - Is a nonprofit corporation formed in 1987. Its objective is to enhance the quality of life of children and youth in remote northern communities through the delivery of high quality multi-sport camps and through the development of local youth leadership in sport and recreation.

Instructors' Responses:

Laura Sweeney had two one day visits from Northern Fly-In Sports Camps staff in Little Black River. Laura said they did not really work together, but Northern Fly-In Sports Camps did offer fun for the children.

Cheryl Morrow and Suzanne Brisbois liked the idea of working in a group setting such as Northern Fly-In Sports Camps because more children could be attracted to a program and the support of others provides incentive and adds an exchange of ideas.

4.20 Teaching Partnerships - At present, Northern Water Safety Program Instructors work alone in remote communities, with the exception of three Parkland communities.

Instructors' Responses:

Norman/Eastman

- The community of Norway House needs two Instructors because of the high enrollment in the Northern Water Safety Program.
- A Instructor would be more likely to get involved in the community working with a partner. Instructors comfort levels would increase, especially when they arrive in a community. A partner would offer support.
- Instructors often complement strengths and weaknesses.
- In some cases teaching with a Community Aquatic Leadership Trainee would be similar to working in partners.
- Disadvantages would be the possibility of personality conflicts, and Instructors who like working independently.

Parkland

- The Instructors thought working in partners offered an exchange of ideas and support for each other.
- Instructors found a partner to be beneficial when there was a high enrollment in the Program.
- A partner offered a better chance for participants to further themselves in aquatics at places like Manipogo Beach and Wellman Lake because two Instructors offered more expertise and were able to work with higher levels.

4.21 Future of Parkland Region Program - Parkland Region has been allocated salary dollars from the Northern Water Safety Program budget for a number of years. The region has operated a water safety program with community-based support. The Regional Services office has been responsible for staffing, administration, etc. Many of the duties are completed by the Parkland Student Temporary Employment Program Coordinator.

Instructors' Responses:

- There should be less paperwork.

- The communities should become more responsible by completing more preadvertising, cleaning the beaches, and roping off the swim areas. The more Program ownership the community has the prouder it becomes.

Parkland Regional Manager/Consultant Responses:

- Parkland Regional Manager, Elmer Billows said there are major differences between Norman/Eastman and Parkland and he personally feels the Program should be separated and Parkland allowed to continue the way it has.
- The Regional Manager had a concern with the supervisory roles. The Parkland Student Temporary Employment Program Coordinator was given the responsibility as supervisor in Parkland Region by Parkland Regional Services, but his position did not have a recognized role in the approved Program organization chart. See Appendix H.
- Parkland Student Temporary Employment Program Coordinator, Lance Letain felt the Parkland region should continue to run the same way it has in the past.
- Parkland Regional Consultant, Garry Dixon suggested the communities be required to hire beach supervisors to work with Instructors for the duration of the teaching session.
- Parkland Regional Consultant, Garry Dixon suggested the Northern Water Safety Program consider scheduling a two-week program with two Instructors working at the same location in the Norman/Eastman regions. He suggested this may bring more applications and offer a enhanced support system to Instructors.

4.22 Definition Of Remotes In Parkland

Parkland Regional Manager/Consultant responses:

- Considered to be the same communities as Northern and Native Affairs, and Indian Affairs and Northern Development designate.
- Regional Services staff agreed the intent of the Program is to provide swimming instruction to remote communities, although the Program is being offered to communities who fall outside the definition of remote.

4.23 Instructors' Salary - The Department paid the Instructors' salaries which were \$9.15 an hour, or \$732.00 bi-weekly, plus remoteness allowance, and travel. The communities paid for meals and accommodations. Norman/Eastman Instructors worked for ten weeks and two days. Parkland Instructors worked for seven weeks.

Instructors' Responses:

- The salary was fine for a summer job.
- The salary is not a drawing factor to the north; Instructors move for the experience.
- Norman staff said it was upsetting to find out they were being paid for ten weeks and not eleven as had been originally discussed.

4.24 Remoteness Allowance - has been paid for the past five years. NOTE - Provisions of the Collective Agreement and the Financial Administration Manual disallow payment of remoteness allowance when room and board is paid for. "Employee stationed in a remote area who are provided with room and board shall not receive any form of living or remoteness allowance". 1:12 Appendix BGEMA. Although Instructors have always been provided with room and board in remote communities the accommodation and food have often been below what would normally be considered acceptable i.e. no running water, no fresh produce, meat or dairy products. This issue will be addressed during the Program Review.

Instructors' Responses:

- Receiving the Remoteness Allowance was a bonus.
- The Instructors considered it a drawing factor to the job because it compensated for being away from family and friends, social activities, and having to live in remote areas.
- Crane River and Waterhen should be eligible for remoteness allowance because they are Reserves.
- Salaries should be boosted if the remoteness allowance is removed.

4.25 Recruitment

Instructors' Responses:

Norman/Eastman

- The slide show portrays an unrealistic view of the Program and did not prepare Instructors for the work experience.
- The interview questions should be more indepth and should be based on situations Instructors have to deal with.
- It was intimidating having four people as part of the interview board.

Parkland

- Instructors were not required to go through the interview/slide show process as they had previous experience in the Program. Parkland Regional Services recruited Instructors in their region.

4.26 Instructor Job Description - See Appendix G. The position description and job standards were written with the Program objective in mind, with the targeted areas being remote Metis and Native communities. Prior to 1989, Parkland staff were not required to do as much paperwork. Two of the Parkland communities, Manipogo Beach and Wellman Lake, are neither Metis or Native. Therefore all duties identified in the position description which relate to Bands or Councils are irrelevant.

Instructors' Responses:

Parkland Instructors were confused by some job standards, and the change in paperwork required of them.

4.27 Evaluation Process - Northern Water Safety Program Coordinator, Nicole LeBoutillier was the direct supervisor of the Instructors. She travelled from Thompson to communities where Instructors worked. Each Instructor was visited once during the course of the summer by the Coordinator who evaluated their performance, and offered guidance and support. See Appendix H.

Instructors' Responses:

Norman/Eastman

- The Coordinators' visits were not long enough to do a thorough evaluation.
- The Instructors enjoyed the Coordinators' visits because she offered advice and direction on their Program.
- The visits helped improve staff morale, breaking the isolation and maintaining a personal link with Program staff.

Parkland

- The Coordinators' visits were an expensive method of supervision and performance appraisal.
- Parkland Student Temporary Employment Program Coordinator, Lance Letain felt he could have carried out all the supervisory functions for Parkland Region.
- The Parkland Instructors were uncomfortable being evaluated by the Northern Water Safety Program Coordinator. They did not recognize her role as supervisor because they regularly dealt with the Parkland Student Temporary Employment Program Coordinator.
- Some visits were timed badly. The Coordinator should evaluate the Program the Wednesday of the first or second week because Instructors have their Program established.
- During the last week of the Program the Instructors are busy with paperwork and it is poor timing for a visit.

4.28 Workplace Health and Safety Working Alone Procedures - Due to Workplace Health and Safety regulations governing workers working alone, Instructors were required to telephone every day within a specified time period. If the Regional office did not receive a call within the specified time, immediate arrangements would be implemented to ensure the Instructor was safe.

Instructors' Responses:

- The daily telephone calls were difficult to make, because there were not many telephones available.
- A section should be added to the final report on where telephones are and times they are available.

- The Instructors felt more secure with daily telephone calls although they were a problem when there were no telephones nearby.
- The telephone calls were a nuisance, especially telephoning collect, but they are a good idea.

4.29 Schedule

Instructors' Responses:

- Instructors thought the Program should commence a week or two earlier because the end of August is too cold to swim. The Program could be promoted before school ends in June if it started earlier.

4.30 Weekends Off - Instructors are employed for a period of ten weeks. Between the three-week sessions in remote communities, Norman and Eastman Instructors return to Thompson for a weekend of combined work and time off. Parkland staff have every weekend off.

Instructors' Responses:

Norman/Eastman

- The Instructors enjoyed their weekends in Thompson between sessions where they had an opportunity to meet a lot of people.
- The outing at a cabin by Setting Lake was the most enjoyable experience.
- The Meridian Hotel was a disappointment and Instructors preferred the Burntwood Hotel because it offered a better environment.
- The weekends off were a stress reliever because Instructors were able to share experiences, problems, and ideas.

Parkland

- The communities took the weekends off and so did the Instructors.
- The weekends off were good for morale. Leaving the communities on weekends refreshed the Instructors for the beginning of a new week.

4.31 Flexibility Of Instructors To Move Between Regions -
Norman/Eastman Instructors are hired on the condition they teach as required in remote communities in both regions. Parkland Instructors are hired to teach only in Parkland region. More communities can be served if Instructors travel from region to region.

Instructors' Responses:

Parkland

- It was suggested not as many Instructors would apply if they had to teach in other regions.
- The Instructors liked going home every weekend and said if people apply to work in one region they should be allowed to remain in that region.
- It is understandable that flexibility to teach in all regions would help serve more communities, but if this becomes a requirement recruitment may be difficult.
- By separating Instructors in the Parkland Region attendance may drop because participants would not receive the attention they want from one Instructor.
- The Instructors said they would not take a position again if they had to relocate from region to region.

4.32 Recruitment

Instructors' Responses:

- Target the following places:
 - Water Safety Instructor Courses.
 - Red Cross.
 - YM/YWCA's.
 - Universities.
 - More public advertising.
 - Student Youth Employment Program.

5.

LANA STOWEMANAGER - NORTHERN WATER SAFETY PROGRAMCOMMENTS AND RECOMMENDATIONS5.1 Orientation

Nelson House was an ideal location because it is close to Thompson. The residents, facilities, and variety of activities allowed the group to experience many typical activities in a remote community. Overall I was pleased with how much the group was able to see and do during Orientation Week.

5.1.1 Community

Host communities I would consider for future Orientations include Split Lake, Moose Lake, Easterville, Norway House, Crane River, Camperville, Little Black River, or Hollow Water. The communities are accessible by road and are close to regional offices in Thompson, The Pas, Dauphin, and Beausejour, which would make it possible to organize a Orientation at these locations.

5.1.2 Accommodations

Four of eight Instructors were billeted with families. In the future I would like all Instructors to stay with families so they live in an environment that allows them to be more fully integrated into the way of life.

5.1.3 Agenda

The agenda addressed most areas adequately. I would like to make changes to include using experienced Instructors in a facilitating capacity, accessing in a guest speaker to talk about Native health and medical issues, allowing staff more free time to explore their surroundings, focusing on water safety teaching methods and Instructor skills, and covering the topic areas of hypothermia, alcohol and aquatics, and trouble shooting.

I will investigate the possibility of accessing a facilitator to present Native Culture to the group, either through the Civil Service Commission Development and Training Branch, or a consulting firm.

A Royal Life Saving Society Canada workshop should be incorporated into the Orientation agenda to broaden Instructors' skills and knowledge in the area, so they are comfortable teaching and examining Royal Life Saving Society Canada courses. The Royal Life Saving Society Canada program focuses on lifesaving techniques, and certain Royal Life Saving Society Canada awards are a prerequisite to become a Water Safety Instructor Level 2. The workshop would help Instructors when teaching Royal Life Saving Society Canada awards and developing Community Aquatic Leadership trainees skills in communities.

5.1.4 Regional Staff

Regional staff from the Department who attend Orientation should take a more active role. The Consultants should explain their role and responsibilities, how they can help Instructors, what Regional Services does, and how the Instructor fits into the Department.

The slide presentation by Norman Regional Consultant Richard Hart gave the Instructors a good visual presentation about the areas Instructors work.

5.1.5 Staff Relations

Problems arose during Orientation Week because of staff behavior. The difference between the Program in the regions and Instructors' responsibilities was not addressed properly, nor were experienced staff used effectively.

The upcoming review will bring consistency to many areas. As well, training I have recently received will allow me to be more effective at facilitating, supervising and dealing with problem areas.

5.2 Promotion of Personal Floatation Devices/Lifejackets

In continuing the promotion of personal floatation devices and lifejackets the Northern Water Safety Program should purchase lifejackets, and continue to educate participants in the proper use of both personal floatation devices and lifejackets.

Due to the remote areas the Program serves, and the lack of emergency centers and personnel, I recommend the Northern Water Safety Program continue to use and promote lifejackets which are designed to keep people on their back with their head above water. Personal floatation devices have less buoyancy and will not necessarily turn an unconscious person to a face up position.

The Personal Floatation Device Award should be continued because it provides an incentive for students and inspires enthusiasm for the Program.

5.3 Boat Safety

Boat safety education continues to be a weak area in the Program. Most people are not interested in water/boat safety education for various reasons. The majority of drownings are in the north and are boat related. At present the majority of boaters do not carry the equipment required by law; most do not even have the minimum necessary safety equipment i.e. lifejackets.

A better method should be developed to enhance, promote and teach boat safety. Culturally-specific material that native participants can relate to needs to be developed. This would include items such as posters, pamphlets and videos. As well, Instructors with knowledge and skills specific to boating should be recruited.

Options

- The Royal Life Saving Society Canada or the Red Cross could provide a Royal Life Saving Society Canada Boat Rescue or Red Cross Small Craft Safety Instructor to travel to communities when Northern Water Safety Program Instructors are there. These Instructors would teach courses specific to the boats and equipment the communities use.

- The Red Cross or the Royal Life Saving Society Canada could offer councils, bands and schools access to educational resources. The Societies could work in partnership with the Northern Water Safety Program to explain to community contacts what materials they have, how they are used, and how to order them.

- The Northern Water Safety Program could hire a boat safety Instructor to conduct boat safety awareness and instruction by travelling to communities when the Northern Water Safety Program Instructor is there. The boat safety Instructor would conduct clinics, and meet with groups and authorities in the community to promote boat safety and offer guidance in accessing materials and resources.

- The Instructors could be required to complete a boat safety training course before being employed. As well, a comprehensive course should continue to be offered at Orientation.

5.4 Northern Water Safety Program Objective

The Northern Water Safety Program began in 1972. The 1972 Final Report states "The project was initiated to provide competent swimming instruction and water safety education to the inhabitants of remote Indian and Metis communities throughout northern Manitoba".

Program objectives stated are:

1. To provide water safety and water survival instruction.
2. To provide remote residents with a competent swim instruction program.
3. To encourage development of local aquatic leadership.

These objectives are still listed in manuals and reports today, however not all the objectives are being met. Therefore it is important that the Review evaluate the objectives, analyze the failure to meet some objectives and develop recommendations to address this issue.

5.5 Community Eligibility Criteria

Well-defined criteria which are standardized for all regions of the province must be developed, implemented and followed during the review process. Criteria should include, but not be limited to communities having safe waterfronts, suitable indoor teaching areas, potential or actual Community Aquatic Leadership trainees, and suitable accommodations; providing transportation; and showing demonstrated community support. As well, drowning statistics for the community should be taken into consideration.

5.6 Preadvertising

The Program should be promoted through regional and community media, and organizations such as Tribal Councils, the Northern Association of Community Councils, Friendship Centres, etc. To maintain an effective, organized Program that will have an impact, year-round promotion and education must be continual.

The annual Program schedule should be in place by May 1. This will allow Program dates for each community to be announced early and more people will become aware a Instructor is coming to their community.

5.7 Paperwork

The documentation system currently in place for incidents, community reports, and statistics should be improved. When Instructors are in the field the same paperwork requirements should apply in all regions. This year community reports from Parkland and Norman/Eastman did not provide the same information due to form changes made for Parkland Instructors.

5.7.1 Forms

All the forms should be edited to update and improve the information provided for the Northern Water Safety Program Management. This information is used in Program reports and manuals.

A boat trip plan, accident report form, and emergency network of contact numbers should be developed by May, 1990.

The Three-Day Retort is a form which allows Instructors to share experiences in a humorous light. It is up to them whether or not they fill it out. This form should be eliminated because it serves no useful purpose and the Northern Water Safety Program may have to assume responsibility for comments that are not always appropriate for government documentation.

5.7.2 Instructor's Manual

A contact list of community addresses and phone numbers should be printed in each Instructor's Manual so they can contact each other to share experiences, offer support, etc., throughout the summer.

The Manual must be rewritten to include up-to-date resource material, and to reflect recent changes regarding the Program.

5.8 Teaching Partnerships

Teaching partnerships should be a consideration when looking at alternatives to meet the regulations of the Workplace, Safety and Health Act Code of Practice For Workers Working Alone. Most Instructors favor the idea of working with another person because of the added support each other provides.

This past summer instructors were teaching in pairs in locations where partners were not needed i.e. Wellman Lake and Manipogo Beach. At present Norway House is the only community that should have two Instructors per session because of high class enrollments. The pros and cons of working individually and working in partners in remote areas will be evaluated in the Program Review.

5.9 Red Cross/Royal Life Saving Society Canada

The Department of Culture, Heritage and Recreation delivers Red Cross and Royal Life Saving Society Canada programs which are named Northern Water Safety Program and Community Aquatic Leadership Training Program. The Northern Water Safety Program staff over the years have added things which make the Programs unique and different to all other programs of their kind. The Societies offer thirty-five water related courses and awards.

The Royal Life Saving Society Canada aim is:

"a national, non-profit, voluntary organization dedicated to preventing accidents and saving life in aquatic environments".

The Red Cross Safety Services goal is:

"Water Safety, small craft safety, and adapted aquatics have been combined with first aid under the Safety Services cluster to better promote safe, enjoyable aquatics and reduce the incidence of suffering through drowning and accident....The water safety programme promotes this goal by offering a continuum of water safety lessons and by training instructors to teach them".

The Northern Water Safety Program currently delivers Red Cross/Royal Life Saving Society Canada certification courses to thirty-two communities. These certifications are recognized nationally, and are recognized in a number of international locations.

During the past two decades, the Department of Culture, Heritage and Recreation has dedicated both human and financial resources to preventing accidents, saving lives and promoting safe, enjoyable aquatics in remote communities. By contrast, the Societies involvement in water safety in northern Manitoba has been minimal.

The Societies' programs are designed for mainstream middle class families. Virtually no educational material has been produced for northern remote communities where most of the drowning incidents occur.

Currently, Norman Region is the only region in the province that does not have a Red Cross regional office of full-time Regional Manager. As well, the Program has not had any Royal Life Saving Society Canada/Red Cross summer field staff or full-time staff visit or work in Northern Water Safety Program communities for three years. Nevertheless, the Canadian Red Cross has publicly taken much credit for the delivery of the Northern Water Safety Program. The Red Cross - Manitoba Division 1988 - 89 Annual Report states, "A northern water safety program for remote and native communities has been developed in cooperation with the provincial government. . . . A collaborative relationship exists between the Red Cross, Northern Water Safety Program and Northern Fly-In Sports Camps."

A recent press release written by the National Red Cross office says, "In past years, The Canadian Red Cross Society has offered its programs and services to native people in Manitoba. For example, a Red Cross Water Safety program has been provided in remote areas of Manitoba since the early 1970s. . . . Manitoba Division began to adapt some of its programs for native people, with the direct help of members of these communities. This effort resulted in: a northern swim program to qualify native teachers from remote communities. . . ."

I would like to have the Societies more actively involved in the Northern Water Safety Program, producing needed resources, and providing budget dollars for program development in all regions. The Societies could offer more support to the Program than is currently offered by sponsoring aquatic resource persons to travel to the regions at orientation and during teaching sessions, donating supplies to promote and enhance water safety education, and producing educational materials that target remote Metis/Native communities. Further efforts will focus on developing and improving the communication process between the Department and the Societies, encouraging the Societies to provide a more generous level of support, and developing the Societies awareness and appreciation of the Program.

The Northern Water Safety Program is a valuable resource to both Societies because of its role in delivering society-based programs, and promoting and educating communities about the Societies and their programs.

The Northern Water Safety Program should not limit itself to the material the Provincial Societies have, but investigate what aquatic materials are available in other provinces and territories that is geared to waterfronts and Native people. For water safety education and aquatic leadership to have an impact it must be integrated into Native lifestyles by using the people as examples on posters and using their language on printed material.

5.10 Northern Fly-In Sports Camps

The Northern Water Safety Program must build and maintain a good relationship with Northern Fly-In Sports Camps. By working with Northern Fly-In Sports Camps the Northern Water Safety Program can grow and become more successful.

Resources, experienced northern staff, ideas, etc., can be exchanged and adapted.

The Northern Water Safety Program is considering scheduling Instructors in remote communities to coincide with Northern Fly-In Sports Camp tours. This would offer a more controlled situation, eliminate problems with workers working alone, and provide more supervision and quality instructing for students, because of the group work and stationed activities that are part of Northern Fly-In Sports Camps program. Currently, Northern Fly-In Sports Camp schedules staff in a community for ten days and out for three to five days. Staff work four ten day periods.

5.11 Northern Water Safety Program Schedule

At present the Northern Water Safety Program schedule does not work well. Community contacts complain annually that the Program cannot be run at the end of June/start of July, or end of August because the cold water and inclement northern weather do not allow much teaching to be done in the water.

Two communities requested their Instructors return to Thompson during the last week of the Program this year because of weather conditions. I will consider other scheduling alternatives.

5.12 Instructors' Salary

Summer staff should be paid at hourly time instead of auto time. This would mean they would be paid four weeks after their start date instead of two. This should be made clear in the interview.

Problems have occurred with Instructors who are indebted to the Program for time or materials. The Northern Water Safety Program can recover funds more easily when staff are paid at the hourly rate because of the extra time in processing pay cheques.

If it is possible to hire Instructors on a contract basis it should be done. Rarely is a day average or routine in a community. A contract would outline the responsibilities expected and pay accordingly instead of Instructors being paid 40 hours a week.

5.13 Program Promotion

Program promotion should be considered for native youth in the north at career days, schools, and public events.

I will be contacting the appropriate centers in early 1990 to arrange presentations between March and May.

5.14 Community Aquatic Leadership Training Program

The Community Aquatic Leadership Training Program should be scaled down and targeted to a smaller number of communities. With the Program only being offered once a year it is easy for students to lose their skill level because they can not practice regularly. Aquatic awards are not like drivers' licenses; they can not be acquired in a short period of time. If a student does not take swimming lessons yearly they will lose interest, regress, or quit, and this is one of the problems with Community Aquatic Leadership Training Program.

If a few communities are targeted, drawing several candidates from one area, they would add support to each other thereby minimizing some of the social problems trainees have experienced working in the community with peers.

The venue for the Water Safety Instructor Level 1 component of the Community Aquatic Leadership Training Program should take place at a waterfront in the future with a minimal amount of work completed at the pool. This will take extra time and planning because different environments, however it will allow trainees to receive better waterfront experience.

To develop aquatic leaders in the north, the Northern Water Safety Program should consider running other courses during school breaks to include Bronze Medallion, Bronze Cross, etc. By limiting trainees to participation in a aquatic training program once a year, it will take years to bring northern youth up to a level where they can be trained as Instructors. For a community to receive the Program each summer they must take the initiative to ensure the application is submitted, which causes communities who receive the Program to vary year to year.

Community Aquatic Leadership trainees are handpicked by Northern Water Safety Instructors. When training Community Aquatic Leadership trainees, a step by step career pathing plan should be developed and implemented. In the future, incentives for trainees should be offered along with promotional information on aquatics and aquatic leadership development. This would increase trainee participation and enthusiasm for the Program.

The Community Aquatic Leadership Training Program offers many benefits for youth and communities. The course provides trainees with skills in communication, professionalism, safety supervision, safety education, human resource management, teaching methods, and planning. Trainees can use this type of education in many areas for the betterment of themselves and their community, even if they chose not to continue in aquatics.

The students targeted for the Community Aquatic Leadership Training Program are the same community leaders other agencies and programs target for involvement, such as bible camps, 4-H, and Northern Fly-In Sports Camps. These Programs target youth of the community who are the most mature, show the most interest, and demonstrate the greatest leadership. These young people are usually the same persons who continue their education, take leadership roles in the community, etc. Although these people may not continue with aquatics, the Community Aquatic Leadership Program leaves them with skills they can use which are positive and reflect so on the Department and community.

A name change for the Community Aquatic Leadership Training Program should be considered to reflect the positive unique program it is. The "CALT" acronym has a negative sound which, in turn, projects a negative image of the program.

5.15 Enrollment and Certification Statistics

This year's enrollment and certification statistics are down compared to other years. There are several reasons for the decline. A shortage of Instructors restricted the Northern Water Safety Program in serving more communities. One Instructor left the Program after four weeks of work. Fires affected Nelson House, Norway House, and Pikwitonei, and although the Program was scheduled in these communities it did not operate or could not continue. Nelson House had one Community Aquatic Leadership Trainee, Norway House had two.

Another reason for the decline in enrollment and certification is that in the past high certification had been encouraged, but it did not always lead to participants meeting Red Cross and Royal Life Saving Society Canada standards. There have been cases where Instructors reported children saying they were in one level and bringing a badge they received indicating a higher level.

The Red Cross/Royal Life Saving Society Canada programs that the Northern Water Safety Program delivers are designed for mainstream middle class families who take lessons at swimming pools, which are ideal environments. The Northern Water Safety Program is conducted at waterfronts.

The Northern Water Safety Program is taught at waterfronts which are a far cry from the ideal setting of a pool, and southern waterfront programs. Instructors teach in areas that have rock shores/bottoms, have no docks, are constantly interrupted by water traffic (as it is a common mode of transportation in northern communities), and popular docking areas are often swimming areas. As well, some swimming areas have weed or mud bottoms, and some are littered with debris such as broken glass, metal obstacles, garbage, etc.

Northern Water Safety Program Instructors are young, and inexperienced instructors almost always lack teaching experience at a waterfront.

Instructors work in a culture they are unfamiliar with, and many experience culture shock, which has an affect on their performance.

Many events affect Program participation and attendance such as festivals, camps, deaths. Communities close to larger centers such as Thompson or The Pas will have lower enrollments.

Families who live off the land and are involved in cultural activities tend not to participate in outside programs such as the Northern Water Safety Program.

6.

NICOLE LEBOUTILLIERCOORDINATOR - NORTHERN WATER SAFETY PROGRAMCOMMENTS AND RECOMMENDATIONS6.1 Orientation

- A review of Instructor skills at Orientation would ensure their qualifications and skill level are satisfactory. Examinations like Bronze Cross and Senior Resuscitation examinations should be conducted. A Royal Life Saving Society Canada Examiners Clinic, and a stroke evaluation session should be offered to increase Instructors' confidence on strokes and instructing.
- Skill evaluation should be offered for Instructors at the Norplex Pool.
- Instructors should have the opportunity to work more with the use of boats and canoes at Orientation.
- The area of liability should be researched, and Instructors should be informed of what the policy is.
- Orientation should focus more on quality instruction. This will give Northern Water Safety Program supervisors a chance to view staff skills and performance. The opportunity to observe staff in the field was limited throughout the summer.
- Cross-cultural training is necessary, beneficial and interesting but need not be the primary focus at Orientation.
- Nelson House offered excellent community support and good waterfront and school facilities. It was convenient for the transportation of Instructors and guest speakers.

6.2 Personal Floatation Devices/Lifejackets

- There were problems with sizes. The Coordinator should send an adult lifejacket for the Instructor to use. If required it may be given away as an award. As well, the Coordinator could send in a child's lifejacket in case that size is needed for the Personal Floatation Device Award. Instructors can use the adult personal floatation device when in the community as opposed one of their own. Instructors are given a personal floatation device to use in the community when travelling in boats, etc. During the next session the office can restock the size that was given away.

6.3 Community Responsibilities

- A better system should be established to ensure the communities earn the Program. Recommendations made by Instructors from this year regarding waterfronts, accommodations and transportation should be implemented. This can be done through letters to Chiefs and Mayors indicating areas needing improvement and informing them of specific changes that must be made before they receive the Program.
- Badges and report cards should become the responsibility of the community to order and purchase. If this is done the Instructors should show the community contact how to order items.
- If communities are required to make a financial contribution and are given more responsibility, they may care more about the Program.

6.4 Community Eligibility Criteria

- Community eligibility criteria must be clearly defined and stated. Is the Program being directed at Metis Communities, Indian Reserves or remote communities? The number of people involved in the decision making process of determining who is to receive the Program is confusing. The Northern Water Safety Program seems to be pulled in every direction in hopes of trying to please everyone but ends up pleasing no one.

6.5 Paperwork

- Due to the implementation of the daily telephone calls the Three-Day Report is old information by the time it arrives in the mail. The information can be obtained over the telephone by the second or third call.
 - The Three-Day Retort is a nice tension reliever, but controversial at times. If it is continued the telephone numbers of Instructors in their communities can be added to the form so communication among staff can occur. As well, addresses could be exchanged and Instructors could be encouraged to write to each other frequently.
 - The Self-Evaluation should not be included in the 1990 Program.
 - Why are Worksheets kept? Attendance sheets are a lot of extra work for no apparent reason.
- NOTE: The Worksheet provides a record of candidates and levels, and Red Cross does not keep this information on file. The attendance sheets help identify participants and the number of people enrolled in the Program. These are beneficial in communities that have unstructured lessons.

- Community evaluations should be mailed out, and returned by mail. By doing this contacts can feel comfortable about documenting problems or concerns. This would mean Instructors would not be delivering and returning the evaluation form. Problems may arise in getting the form returned, but if communities feel the information is important enough they will return it.

6.6 Supplies

- Soft cover binders should be purchased for the resource binder. Instructors should bring their own aquatic manuals. They should be informed in the Instructor Manual or by letter of what they need before travelling north.

- Instructors should be made aware of what resources are available in the office during Orientation, and a sign out procedure should be implemented for those who are interested in using them.

6.7 Weekends Off

- Authorization of weekend leave at the last minute should be discontinued. The weekend leave forms should be completed at the beginning of each session.

6.8 Recruitment

- With a full-time employee in place, recruitment could begin sooner. The Manager and Coordinator could conduct the interview process on their own, without the assistance of Regional Consultants. This would decrease the intimidation Instructors feel when they come to the interview.

- The slide show has received negative comments in the past because it shows an unrealistic picture of the Program. The use of the video taken during the 1989 community visits would give Instructors a better view about instructing in the north. It would have to be professionally edited to make it presentable. The 1989 video can be used at Orientation 1990.

6.9 Travel

- The Northern Water Safety Program Manager should visit remote communities in early spring to meet with contacts and explain joint roles in the Program. In the past it was assumed contacts knew what to do. However, they do not always understand their responsibility and often sign the application form without being aware of the community's commitment. By meeting in person and reviewing the community's responsibility, understanding and enthusiasm should build which would improve the Program.

6.10 Parkland Region Program

- By including Parkland in the overall administration of the Northern Water Safety Program this year major differences between the regions were brought into the open. This offered an opportunity to exchange ideas on different ways to deliver the swim programs.

7.

1989 Community Aquatic Leadership Training Report

prepared for:

Manitoba Culture, Heritage and Recreation

Author

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7.1

COMMUNITY AQUATIC LEADERSHIP TRAINING PROGRAM HISTORY

The Community Aquatic Leadership Training Program emerged as a central focus of the Northern Water Safety Program in 1985. Community Aquatic Leadership Training is a training program for young people from remote communities which enables them to become Water Safety Instructors Level 1. Community Aquatic Leadership trainees are brought to Thompson for a one week Red Cross Water Safety Instructor Level 1 course followed by three weeks of field experience with a Northern Water Safety Program Instructor in their home communities.

Applicants who have reached the age of fifteen and have their Red Cross Green Level are selected for the Program on the basis of leadership potential, maturity, interest, commitment, community support, and the written support from their community council.

The course covers the standard content of a Red Cross Water Safety Instructor Level 1 Course as well as waterfront instruction, rainy day activities, fundraising, programming and administration, and special event planning. These topics are presented in classroom and pool sessions, individual and group presentations, readings and assignments.

Community Aquatic Leadership trainees benefit from knowing the best places to swim in their home community and being able to offer lessons in their native language.

Certification is based on an evaluation during the Course and in the field by Course Conductors and Instructors.

1985

The 1985 Community Aquatic Leadership Training Pilot Program was initiated out of the Manitoba Culture, Heritage and Recreation office in The Pas by Program Assistant, Laurel Russick. On May 20, 1985, Rae Bjornson began her duties as Community Aquatic Leadership Training Program Coordinator based in Thompson under the supervision of Northern Water Safety Program Coordinator, Jane Ann Rutledge. The Program was delivered in two regions - Eastman and Norman. The Coordinator worked with Regional Consultants: Joyce Evans, Dick Weibel and Sam Antila, from The Pas, Beausejour, and Thompson respectively.

Community Aquatic Leadership Training participants, Darryl Montgomery and Lianna Anderson of South Indian Lake were visited by the Course Conductors (Jane Ann Rutledge, Travis Todd, Hugh Cawker and Darren Kopetsky); Red Cross Regional Chairperson, Perry Roque; Manitoba Red Cross Managing Director of Health and Education Services, Greg Finlayson; and National Red Cross Coordinator of Safety Services, Philippe Gauthier. The trip was designed to evaluate Community Aquatic Leaders, the Community Aquatic Leadership Training Program, and more specifically the proposed Water Safety Instructor Level 1 age prerequisite reduction (Darryl Montgomery was fifteen years old at the time). Following the visit, Philippe Gauthier made recommendations on the proposed Water Safety Instructor Level 1 age prerequisite reduction.

Scores from five evaluation areas were compiled and a final assessment was made of each participant. Three trainees were completed at the Water Safety Instructor Level 1, while two trainees received conditional completions.

1987

During March and April, 1987 Coordinator, Jane Ann Rutledge visited eighteen Northern Water Safety Program communities to promote the Community Aquatic Leadership Training Program. Travis Todd coordinated the 1987 Community Aquatic Leadership Training Program beginning on May 11. Twenty-seven Community Aquatic Leadership Training Program applications were received. Of these, twenty-two were accepted into the Community Aquatic Leadership Training Course, and twenty-one attended the Course. Two trainees left the Course while it was in progress.

The Water Safety Instructor Level 1 Course ran July 6 - 10, 1987. Travis Todd was Course Conductor. Red Cross Instructor Trainer, Kelly Ross; Coordinator, Jane Ann Rutledge; and Assistant Coordinator, Lana Stowe were Assistant Instructor Trainers.

Following the Water Safety Instructor Level 1 Course, trainees returned to their communities for fieldwork experience under a Northern Water Safety Program Instructor. All trainees were visited and evaluated by a Northern Water Safety Program Coordinator or Assistant Coordinator. Five trainees were later certified at the Water Safety Instructor Level 1. Two more would have completed had they met the age requirement.

In 1985 Jane Ann Rutledge was Northern Water Safety Program Coordinator and Travis Todd was Community Aquatic Leadership Training Program Assistant Coordinator. Thirteen participants attended a week long Water Safety Instructor Level 1 Course in Thompson and then taught in their home communities under the supervision of eight Northern Water Safety Instructors.

The Water Safety Instructor Level 1 Course was held in Thompson from June 25 - 28, 1985. Teresa Burrows was the Course Conductor; Rae Bjornson, Jane Ann Rutledge, and Travis Todd were Course Assistants.

The facilitators thought the Course was a success, however the follow-up evaluation process failed to certify any of the Community Aquatic Leadership Training Program participants at the Water Safety Instructor Level 1.

1986

The 1986 Community Aquatic Leadership Training Program commenced on May 20. Letters and applications were mailed to communities which had previously received the Northern Water Safety Program. Lack of awareness of the Community Aquatic Leadership Training Program resulted in a slow response from communities. To increase the number of participants three openings were offered to residents of Wabowden, a community which is ineligible for the Northern Water Safety Program. Sixteen participants attended the Water Safety Instructor Level 1 Course held in Thompson from July 7 - 11. Coordinator, Jane Ann Rutledge was the Course Conductor. Assistant Coordinators Travis Todd, Hugh Cawker and Red Cross Leadership Coordinator Darren Kopetsky were Course Assistants.

Following the Water Safety Instructor Level 1 Course, participants returned to their communities for fieldwork experience. Most participants took the opportunity to work under the supervision of a Water Safety Instructor Level 2 from the Northern Water Safety Program. Each course participant was visited and evaluated by a course conductor (except for trainees from Wabowden, which is not a Northern Water Safety Program community).

1988

Hugh Cawker coordinated the Community Aquatic Leadership Training Program in 1988, under the supervision of Coordinator, Lana Stowe. Twenty trainees were accepted, but only sixteen participated.

The Water Safety Instructor Level 1 Course ran from July 4 - 8. Red Cross Instructor Trainer, Bill Simundson was the Course Conductor. Hugh Cawker; Lana Stowe; Assistant Coordinator, Tannis Dawson; and Norplex Pool Manager, Perry Roque were Assistant Instructor Trainers.

Five trainees were certified at the Water Safety Instructor Level 1, one received a conditional completion at the Water Safety Instructor Level 1 and one received a conditional completion as a Northern Water Safety Leader.

1989

This year the Program started off slow with only five participants attending the Community Aquatic Leadership Training/Water Safety Instructor Level 1 Course. The Course was held from July 2-7, 1989 in Thompson.

I, Tannis Dawson assumed my duties as Coordinator of the Community Aquatic Leadership Training Program on May 15. I was the Course Conductor; Manager Lana Stowe and Coordinator Nicole LeBoutillier were Assistant Instructor Trainers.

During the course there were no major issues, mainly due to the small number of trainees.

This year the field work experience was interrupted by forest fires. Many communities were evacuated during the Program so Community Aquatic Leaders did not receive their full training. A final evaluation was not completed because I was not able to see any of the trainees while they were teaching.

One trainee completed the Water Safety Instructor Level 1, one trainee completed the Northern Water Safety Leader Award and one received a conditional completion.

7.2

COMMUNITY AQUATIC LEADERSHIP TRAINING DELIVERY PARTNERSTHE CANADIAN RED CROSS SOCIETY - MANITOBA DIVISION

The Red Cross is responsible for certification of trainees as Water Safety Instructors Level 1 and Northern Water Safety Leaders.

MANITOBA CULTURE, HERITAGE AND RECREATION

The Department administers and finances all aspects of the Community Aquatic Leadership Training course, including travel, accommodations, meals and resources for the trainees. As well, salaries for Northern Water Safety Coordinating Staff and Instructors who administer the Community Aquatic Leadership Training Program are funded by the Department.

CITY OF THOMPSON

The City of Thompson donates pool time at the Norplex Pool to enable Community Aquatic Leadership Training trainees to be certified at the Water Safety Instructor 1 level. Perry Roque, Manager of the Norplex Pool arranged the pool time for the course.

MANITOBA NATURAL RESOURCES

In 1989, the Department allowed the Community Aquatic Leadership Training Program free admission to Paint Lake Provincial Park, to practice at a waterfront setting.

7.3

RED CROSS NORTHERN WATER SAFETY LEADER AWARD

In 1986 a proposal to reduce the Red Cross Water Safety Instructor Level 1 age prerequisite from sixteen to fourteen was initiated by Northern Water Safety Program staff and Regional Services' Consultants with the support of Red Cross - Manitoba Division. The National Red Cross Water Safety Programme Committee interpreted the proposal as allowing trainees age fourteen and fifteen to complete the standard Red Cross Water Safety Instructor Level 1 Course and subsequently rejected the proposal.

However, Red Cross - Manitoba Division sought the implementation of a new award, the Northern Water Safety Leader Award which would allow trainees age fourteen and fifteen, upon successful completion of the Community Aquatic Leadership Training Program, to teach levels Yellow, Orange, Red, Maroon, and Survival (YORMS) in their home communities. When trainees subsequently reached the age of sixteen and recertified they would become Water Safety Instructors Level 1 and would be qualified to instruct elsewhere. This award is restricted to residents of remote communities, as designated by the Department of Culture, Heritage and Recreation.

Manitoba Red Cross clarified this proposal at the National Red Cross Conference in Ottawa August 28, 1987. The National Red Cross Water Safety Programme Committee only approved the reduction of the age prerequisite from sixteen to fifteen on the condition the impact of the age reduction be evaluated during a one year pilot program. It appears from documentation that the responsibility for the evaluation and follow-up was not outlined or assigned. This will be addressed in the Program Review.

In 1988 the Red Cross Northern Water Safety Leader Award was piloted under the supervision of Assistant Coordinator, Hugh Cawker. Manitoba Red Cross had staff changes during the year which caused some confusion. As a result, no decisions were made on whether or not the prerequisite age limit would be dropped permanently.

In the summer of 1989 the Northern Water Safety Leader Award was to be reviewed under the supervision of Coordinator, Tannis Dawson. Due to forest fires many communities had their Program cut short, and trainees did not complete the field training aquatic leaders normally finish. The Coordinator was not able to visit any communities, therefore not able to evaluate the Community Aquatic Leaders.

The Program Review will evaluate the certification process.

7.4

1989 PARTICIPATING COMMUNITIES

<u>COMMUNITY</u>	<u>TRAINEES</u>	<u>CONTACT PEOPLE</u>
Nelson House	Crystal Spence	Ed Primrose, Recreation Director Nelson House Band Nelson House, MB ROB 1A0
Norway House	Jennifer Tait Samantha Tait	Charlene Ducharme Mary Tait Norway House Community Council Norway House, MB ROB 1B0
St. Theresa Point	Ron Wood Arthur Wood	Clifford Flett, Recreation Director St. Theresa Point Band St. Theresa Point, MB ROB 1H0

7.5

COMMUNITY AQUATIC LEADERSHIP TRAINING PROGRAM PARTICIPANTSEVALUATION SUMMARY

The following trainee successfully completed the Water Safety Instructor 1 course in 1989, and has been certified through Red Cross as Water Safety Instructor 1.

1. Arthur Wood

The following trainee successfully completed the Northern Water Safety Leader Award in 1989, and has been certified through Red Cross.

1. Jennifer Tait

The following trainees should be invited to attend the Community Aquatic Leadership Training Program 1990.

1. Crystal Spence - would have completed this year but due to fires she was not able to complete her green level.
2. Samantha Tait
3. Debbie Smith*
4. Darrell Mason*
5. Warren Dumas*

*Trainees from past years that have participated in the Community Aquatic Leadership Training Program, but did not complete.

<u>NAME</u>	<u>AGE</u>	<u>COMMUNITY</u>	<u>CERTIFICATION STATUS</u>
Arthur Wood	16	St. Theresa Point	C
Jennifer Tait	15	Norway House	C
Samantha Tait	15	Norway House	IC
Crystal Spence	16	Nelson House	IC
Ron Wood	16	St. Theresa Point	IC

C - Complete.

IC - Incomplete.

7.6

COMMUNITY AQUATIC LEADERSHIP TRAINING PROGRAMEVALUATION 19897.6.1 Program Promotion

More promotion of the Community Aquatic Leadership Training Program should be done in all communities, not only the communities that have potential leaders. Due to the lack of preparation time this year I was not able to design an information leaflet or promotional pamphlet to explain the Program.

A leaflet should provide a comprehensive description of the Northern Water Safety Program and how the Community Aquatic Leadership Training Program fits into it. The Community Aquatic Leaders responsibility to the Program should be outlined. This leaflet should be distributed to recreation contacts, trainees and potential trainees. The trainees would then clearly know what the Program is about before they enroll.

7.6.2 Application Procedures

A letter of explanation and an application form was sent to communities who had been identified as having potential Community Aquatic Leadership trainees. Community Aquatic Leadership Training applicants and community contacts must sign an agreement outlining expected conduct of trainees during the training program. This is attached to the application form. See Appendix I.

7.6.3 Supplies

Community Aquatic Leadership Training badges require a minimum of twelve weeks for delivery so they should be ordered from Athletes Wear in April. Other supplies should be ordered as soon as possible with May 7, 1990 the latest date for order, because supplies normally take six to eight weeks to be delivered.

7.6.4 Travel and Accommodations

Travel times should be checked regularly due to air and rail schedule changes that occur without notice. Keep in mind tickets for air travel take longer to get to trainees in remote communities when they go by mail, so they must be sent early.

Return travel arrangements should be booked and if changes are to be made, the community contact should let you know well in advance.

7.7

WATER SAFETY INSTRUCTOR LEVEL 1/COMMUNITY AQUATIC
LEADERSHIP TRAINING COURSE RECOMMENDATIONS

JUNE 29 - JULY 7

7.7.1 Course Conductor's Recommendations:

Lectures are poorly received and should be used as little as possible.

The classroom sessions were held at the Norplex Pool but the room was hot and stuffy, so the class was moved to the boardroom in the Provincial Building. The building is air-conditioned which makes the sessions more comfortable. The Meridian Hotel has a boardroom but they charge \$100.00 per day, so I would suggest it not be used.

The idea of going to Moak Lake should be explored when the 1990 Coordinator starts work. There is a file on Moak Lake with information I received this year.

If Moak Lake is not feasible, a trip to Paint Lake can be arranged. I received permission from the Department of Natural Resources to enter the park without having to pay admission fees. I planned to go to the lake every afternoon but due to inclement weather the class only went once.



Figure 9. Community Aquatic Leadership Training candidate peer teaching - Norplex Pool, Thompson.

7.7.2 Participants' Recommendations:

The participants complained that the week was long and packed with work. I feel they wanted more free time. The returning trainees liked the smaller group and felt the week went faster.

The participants felt more work should be done on waterfronts and with children. If it is possible they would like to go to a Reserve/Community and teach a lesson.

7.8

NORTHERN WATER SAFETY PROGRAMINSTRUCTORS' RECOMMENDATIONS7.8.1 Community Aquatic Leadership Training Program

Instructors' Responses:

Norman/Eastman

- The students should be given more responsibility after they complete the course.
- Many trainees have been certified but are not working.
- The Community Aquatic Leadership Training Program is a great idea, but it may be a waste of time if the award expiry date is one year after the original certification.
- The Program should be promoted and explained throughout the year at presentations, meetings, schools, etc.
- The Program must ensure participants follow through with their responsibilities before they are sent for training.
- The Community Aquatic Leadership Training Program can work and should be continued.

Parkland

- The Community Aquatic Leadership Training Program is a great idea but there are complications with certification. (See Norman/Eastman comments.)
- The Northern Water Safety Program should recognize there are potential trainees in the Parkland region.
- The participants have to be walked through the Program.
- A Water Safety Instructor Level 1 course could be held in Swan River or Dauphin.

7.8.2 Communities

Instructors' Responses:

- The Department should encourage communities to support their Community Aquatic Leaders throughout the Program.
- Before the community sends the participant they should make sure the person will follow through on their responsibilities.
- Communities should take more responsibility in the Community Aquatic Leadership Training Program.
- Each community should be more educated about the Program.
- The Program should have more personal contact with the communities.
- A presentation should be made to community councils/bands, so they fully understand what the Program has to offer.
- The Northern Water Safety Program should recognize that some communities are ready for this Program and others are not.
- There should be more follow-up with the Community Aquatic Leadership Training Program. Instructors may change year to year, but the Northern Water Safety Program should continue to target the same communities every year so Community Aquatic Leaders are not left on their own.

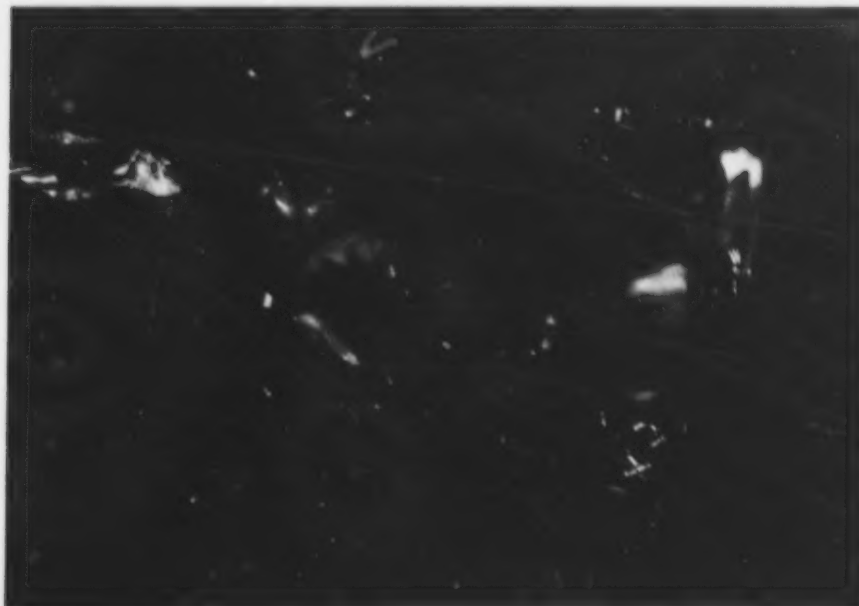


Figure 10. Community Aquatic Leadership Training candidate teaching in South Indian Lake.

7.8.3 Training

Instructors' Responses:

- The Northern Water Safety Program should pay for the Water Safety Instructor Level 1 Course and the community pay for the Water Safety Instructor Level 2 Course.
- The Community Aquatic Leadership Training Program is a good training program because it allows northern people the same opportunity to develop in aquatics as those in southern communities.
- The Community Aquatic Leadership Training Course should provide more promotional information for trainees and communities.
- The Northern Water Safety Program should develop a more efficient way of recertifying trainees, because a Water Safety Instructor Level 1 certificate expires after one year.
- Some students from remote communities attend junior/senior high school in a cities where they would be able to take lessons. This makes it possible for them to obtain higher aquatic levels because most of these locations have pools. However, some encouragement, direction and consultation would be required in accessing city programs.

7.8.4 Orientation

Instructors' Responses:

- Instructors should receive a copy of the Community Aquatic Leader's evaluation at Orientation from the previous year if the Community Aquatic Leadership trainee is returning. This will enable the Instructor to determine the Community Aquatic leaders capabilities.
- The Community Aquatic Leadership Training Coordinator should simplify the explanation of how to do the paperwork at Orientation.
- Instructors do not know how much discipline power they have with Community Aquatic leaders in the field. This should be outlined at Orientation.
- The Northern Water Safety Program should give more direction to Instructors on enforcing roles and how to set down standards for Community Aquatic leaders.
- Instructors had a hard time explaining the concept of feedback to trainees. This topic should be covered at Orientation by the facilitators.

7.9

TANNIS DAWSONCOORDINATOR - COMMUNITY AQUATIC LEADERSHIP TRAININGCOMMENTS AND RECOMMENDATIONS7.9.1 Applications

- The application forms should be sent to communities as soon as possible because the Coordinator - Community Aquatic Leadership Training requires the information on the completed application form to initiate the training program.
- Before the application form can be sent to communities the Program dates have to be set.

7.9.2 Candidate Responsibilities

- Community Aquatic Leaders should be made aware of their responsibilities while teaching in a community. This summer we had a few problems with Community Aquatic Leadership trainees not adhering to rules. I suspect we may not have clearly outlined and explained what was expected. The trainees should understand that they have to show up for classes on time, be ready to work, and that their personal activities should not affect their performance at work.

7.9.3 Communities

- The community should be given more responsibility and should provide the Community Aquatic Leaders with more support.

7.9.4 Coordinator

- The Coordinator should familiarize her/himself with the filing system, Coordinator's Manual, and final reports to see what has been done other years.

7.9.5 Department

- There should be a plan in place for certified Water Safety Instructors Level 1 to be certified as Water Safety Instructors Level 2. Only then will the Community Aquatic Leaders become employable in the Northern Water Safety Program.

7.10

POTENTIAL AQUATIC LEADERS

Identified during the 1989 Northern Water Safety Program.

<u>Community</u>	<u>Potential Leader</u>	<u>M/F</u>	<u>Age</u>	<u>Level</u>
Grand Rapids	Shirley Munroe	F	13	blue
Bloodvein	Cindy Young	F	15	blue
	Blanch Hamilton	F	13	green
Hollow Water	Gabriel Simard	M	11	grey
Berens River	Selena Whiteway	F	13	green
	Candice Stoneman	F	13	green
Cormorant	Christy Fossum	F	11	blue
	Mary Fossum	F	10	survival
South Indian Lake	Wesley Dumas	M	14	grey
	Warren Dumas	M	17	Community Aquatic Leadership Training Program
York Landing	Jeffery Beardy	M	14	green
Little Black River	Kyle Bird	M	10	green
	Gina Harry	F	10	blue

Appendix A
Letters of Support



NORTHERN MANITOBA RECREATION ASSOCIATION

BOX 21, 59 ELIZABETH DRIVE
THOMPSON, MANITOBA
R8N 1X4

REGIONAL SERVICES
NORMAN REGION - THOMPSON

RECEIVED

MAY 11 1989

DEPT. OF CULTURE,
HERITAGE & RECREATION

Monday, May 8, 1989

Honourable Bonnie Mitchelson
Minister Culture, Heritage
and Recreation
Room 118
Legislative Building
Winnipeg, Manitoba
R3C 0V8

Dear Honourable Bonnie Mitchelson:

RE: NORTHERN MANITOBA WATER SAFETY PROGRAM

On behalf of the Northern Manitoba Recreation Association, we would like to pass on our Congratulations and Appreciation for continuing with the Northern Manitoba Water Safety Program. The program is an essential component for all the smaller remote areas in promoting Water Safety in their communities and the Norman Region. If we can be of any assistance in developing this program, please feel free to call upon us.

Thank you for your ongoing support of programs in the Norman Region.

All the best,

Brian LePoudre,
Director of Recreation, Parks
and Culture

E.C. S. Thompson

/lw

June 28, 1989

Honorable Bonnie Mitchelson
Minister of Culture, Heritage and Recreation
Room 118
Legislative Building
WINNIPEG, Manitoba
R3C 0V8

Dear Madame Minister:

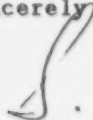
I wish to extend my congratulations to you and your department for making the decision to employ a Manager for the Northern Water Safety Program on a year round basis.

This program is essential to Northern Manitoba and remote communities. During the summer of 1988, this program reached 1,396 individuals.

Introduction of the Red Cross Learn to Swim Program and a reduction in the national drowning statistics per capita are highly correlated. (See enclosed statistics 1950-1984.)

Over the past two years the drowning statistics per capita for Norman Region have been very high. In 1987, 17 of the 42 (40%) of the drownings occurred in this region and in 1988 9 of the 31 (29%) of the drownings occurred in Norman Region. The Northern Water Safety Program is one method of addressing these alarming statistics.

Sincerely,



Suzanne Sterling
Coordinator
Safety Services

SS/11

Enclosure

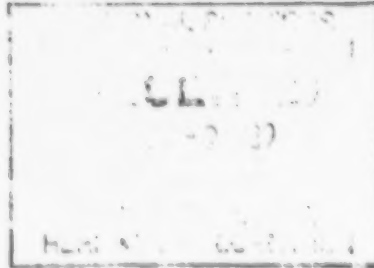
cc: Marilyn Young, Director, Community Services

Donna Stave
Donna Stave

HOLLOW WATER INDIAN BAND



Northern Water Safety Program
Box 21
59 Elizabeth Drive,
Thompson, Manitoba
R0N 1X4



WANIPIGOW P.O.
MANITOBA
R0E 2E0
363-7278

August 21, 19 9

Dear Ms. Stowe,

This is a letter to "Thank" the Northern Water Safety Program for sending the swimming instructor out to Hollow Water. The kids really enjoyed taking the swimming lessons, and they look forward for next summer. So, on behalf of the Hollow Water Band, I thank you.

Yours Truly,
Chas. Blomgren
Recreation Mgr.
Hollow Water
Band



Royal Canadian
Mounted Police

Gendarmerie royale
du Canada

89-08-10

Your file Votre référence

Manager of Northern Water Safety Program
Dept. of Culture, Heritage & Recreation
Box 25
59 Elizabeth Drive
THOMPSON, Manitoba
R8N 1X4

REGIONAL SERVICES
NORMAN REGION - THOMPSON
Our file Votre référence

RECEIVED

AUG 14 1989

DEPT. OF CULTURE,
HERITAGE & RECREATION

Attention: Lane STOWE

Dear Sir:

In reference to our telephone conversation 89-08-03, the following is an overview of the situation in South Indian Lake. During the recent state of emergency, I was posted to the community and my duties during this brief posting, along with regular Police duties, involved assisting the Mayor and Council in an Emergency Plan in the event the community should be threatened by fire. Fortunately, this plan never had to be activated, however, the threat was real. This being the case the residents were instructed not to leave town. Furthermore, the children were instructed to stay close to home. These actions were taken in order to help precipitate a speedy and efficient evacuation should the need arise.

After a couple of days, concern over the fire situation wained and the fisherman started going out on the lake again and the children were wandering further from their homes.

Council was self charged with the task of monitoring the movement of these transient people along with coming up with activities to keep the youths active. On their own, the Council was quite creative in developing appropriate programs.

Being personally aware of your program and knowing that most or all of the communities you service have been evacuated, I suggested that the Council contact your office and check with the prospects of obtaining lifeguard/instructor for the upcoming week. Their council did contact your office, I was pleased to learn that two people were sent to the community.

Yours truly,

C.L. Turner
C.L. TURNER, Cst.
Thompson Detachment

[Signature]
PO MACDOUGAL, Insp.
OIC Thompson Detachment

122 Selkirk Avenue
THOMPSON, Manitoba
R8N 0M9

/vv
Canada

Appendix B

Northern Water Safety Program 1989 Schedule

Appendix B

NORTHERN WATER SAFETY PROGRAM 1989FIRST SESSIONJUNE 26 - JULY 14

Easterville
Grand Rapids
Ilford
Bloodvein
Hollow Water

Kirk Bower
Suzanne Brisbois
Laura Sweeney
Cheryl Morrow
Jimmy Tait

JULY 3 - JULY 14

Manipogo
Waterhen

Terry/Michelle Archambault
Greg Letain

SECOND SESSIONJULY 17 - AUGUST 4

Berens River
Cormorant

Suzanne Brisbois
Cheryl Morrow

JULY 17 - JULY 28

Nelson House
Norway House

Jimmy Tait
Laura Sweeney

JULY 29 - AUGUST 4

South Indian Lake

Laura Sweeney/Jimmy Tait

JULY 17 - JULY 28

Pine Creek/Camperville
Skownan

Terry Archambault/Greg Letain
Michelle Archambault

THIRD SESSIONAUGUST 7 - AUGUST 25

South Indian Lake
Little Black River
York Landing
Waasagomach

Suzanne Brisbois
Laura Sweeney
Cheryl Morrow
Jimmy Tait

JULY 31 - AUGUST 11

Wellman Lake
Crane River

Greg Letain/Michelle Archambault
Terry Archambault

Appendix C
Orientation Agenda

Appendix C

ORIENTATION AGENDANORTHERN WATER SAFETY PROGRAM 1989MONDAY - JUNE 19

- 8:15 A.M. Norman Instructors Arrive - Thompson Airport
- 8:45 A.M. Thompson - Provincial Building Boardroom
1. Standards - Forms
 2. Hand Out Supplies
 3. Sort Luggage
- 10:00 A.M. Examiners Clinic - Norplex Pool
Conducted by Instructor/Lifeguard Marylou Correia
- 12:00 P.M. Lunch - Thompson
- 1:30 P.M. Examiners Clinic (continued)
- 3:30 P.M. To Nelson House
- 5:30 P.M. Arrival and Settle
- 6:00 P.M. Supper
- 7:00 P.M. Northern Water Safety Program
1. Need - drowning/boat related fatalities in the North.
 2. Brief history of the Northern Water Safety Program, 1972 - 1989, and CALT 1985 - 1989, Lance Letain - Parkland.
 3. Why do communities want Northern Water Safety - evaluations.
 4. Evaluating Northern Water Safety Instructors.
- Water front Activity handed out.
- Poster Making

TUESDAY - JUNE 20

- 8:00 A.M. Breakfast
- 9:45 A.M. Northern Water Safety Program (continued).
5. Paperwork section.
- 9:30 A.M. Community Aquatic Leadership Training Program
Coordinator - Tannis Dawson
1. History of CALT.
2. What is the Instructor's role?
3. Paperwork.
- 11:30 A.M. Activity 2 - Getting to know your community.
Put up posters around community.
- 12:00 P.M. Lunch
- 1:00 P.M. Northern Water Safety Communities
Donna Henry - Regional Director - Norman
Richard Hart - Regional Consultant - Norman
- Departmental Organization.
- Where the instructor fits in.
- Dick Weibel, Garry Dixon, Elmer Billows, Wayne Huculak, Richard Hart, Donna Henry, Sam Antila
- Characteristics and special considerations to be outlined by Regional Consultants and last year's final report.
- Opportunity for Instructors to ask questions about the communities they will be visiting.
- 3:00 P.M. Arriving In Your community.
- Setting up the Program.
- Meeting with the Band/Council.
- Resources - review and discuss.
- Checklist.
- 3:30 P.M. Discussion of Northern Water Safety Instructor's responsibilities.
- Review of standards.
- Emphasis on invisible responsibilities.
- 4:00 P.M. SWIM
Complete waterfront activity (handed out on Monday).
- 5:00 P.M. Supper
- 6:00 P.M. Film: LOYALTIES
- Discussion
- 8:00 P.M. Softball Game

WEDNESDAY - JUNE 21

- 8:00 A.M. Breakfast
- 9:00 A.M. Cross Cultural Background
- Remote Northern Communities.
 - Brief history Metis/Indian people.
 - Define Metis communities/Indian reserves.
 - White populations and discussion.
 - What are Metis/Indian communities like.
 - Social structure.
 - Native characteristics.
 - Language - verbal/non verbal.
- 10:30 A.M. Guest Lecturer - Nelson House
Elder Wellington Spence
- 12:00 P.M. Lunch
- 1:00 P.M. Teaching In A Northern Community
- Preparation for a Rainy Day Session.
 - Teaching methods/Use of resources.
 - Preparation for a Waterfront Session.
 - What has worked in the past and what has not.
 - Discussion of Tuesday swim.
 - Brainstorm and Discussion
- 3:00 P.M. Guest Lecturer - Karen Burrows
Community Development Coordinator
Thompson Crisis Centre
- Current Issues
- Social Problems
 - Alcohol
 - Sniffing
 - Teenage Pregnancy
 - Employment
 - Family
- 5:00 P.M. Supper
- 6:00 P.M. Incidents In The North
Discussion
- 7:00 P.M. Film: THE HONOR OF IT ALL
Discussion

THURSDAY - JUNE 22

- 8:00 A.M. Breakfast
- 9:00 A.M. Review and Read Resource Material.
- 9:30 A.M. Discussion - Getting to know your community.
- 10:00 A.M. Supports for Northern Water Safety Instructors.
- in all regions.
- 10:30 A.M. R.C.M.P. Constable Rod Keeping
- Personal Safety
- Contingency Plan
- 12:00 P.M. Lunch
- 1:00 P.M. Boat Safety Clinic
- Conducted by Kelly Ross/Rod Keeping.
- 6:00 P.M. Supper
- 7:00 P.M. Films: CHARLIE SQUASH GOES TO TOWN
THE POUNDMAKERS LODGE
Discussion
- 8:00 P.M. Wrap-up and Group Discussion.

FRIDAY - JUNE 23

- 8:00 A.M. Breakfast
- 9:00 A.M. SWIM
- Role playing.
- 11:00 A.M. Lunch - Nelson House
- 12:00 P.M. Pack up and depart.
- 2:00 P.M. CBC Announcements

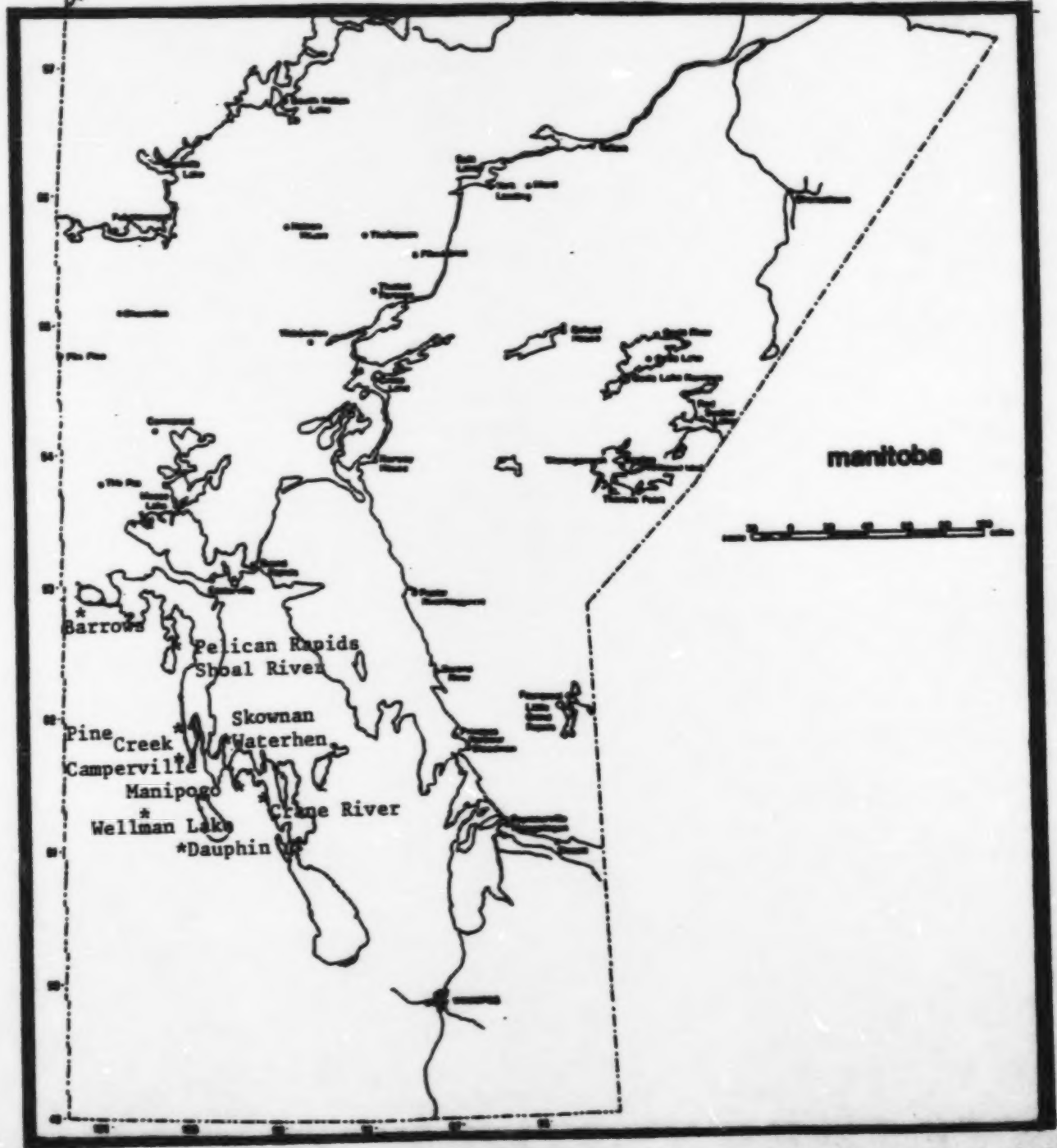
Appendix D

Map of Manitoba

Northern Water Safety Program Communities 1972 - 1989



northern water safety



Appendix D

NORTHERN WATER SAFETY PROGRAM 1972 - 1979Norman Region:

Bakers Narrows (Flin Flon area)
Churchill
Cormorant
Cranberry Portage
Cross Lake
Easterville
Garden Hill
Gillam
Gods Lake Narrows
Gods River
Grand Rapids
Granville Lake
Ilford
Leaf Rapids
Lynn Lake
Moose Lake
Norway House
Oxford House
Pikwitonei
Pukatawagan
St. Theresa Point
Shamattawa
Sherridon
South Indian Lake
Split Lake
Thicket Portage
Wabowden
Wanless
York Landing

Appendix D

EASTMAN REGION:

Berens River
Bisset
Bloodvain
Fisher River
Hollow Water/Seymourville
Little Grand Rapids
Loon Straits
Manigotogan
Matheson Island
Pine Dock
Poplar River
Princess Harbour
Red Rock Lake (Whiteshell Area)
Vassar

PARKLAND REGION:

Camperville
Crane River
Dawson Bay/Red Deer
Settlement/The Bluff
Duck Bay
Mafeking District
Meadow Portage (Manipogo)
Pelican Rapids
Skownan
Waterhen

Appendix D

NORTHERN WATER SAFETY PROGRAM 1980 - 1989Norman Region:

Brochet
Cormorant
Cross Lake
Easterville
Garden Hill
Gods Lake Narrows
Gods River
Grand Rapids
Granville Lake
Ilford
Lac Brochet
Moose Lake
Nelson House
Norway House
Pikwitonei
Pukatawagan
Red Sucker Lake
St. Theresa Point
Shamattawa
Sherridon
South Indian Lake
Split Lake
Stevenson Island (Garden Hill)
Tadoule Lake
Thicket Portage
Wasagamach
York Landing

Eastman Region:

Berens River
Bloodvien
Hollow Water/Seymourville
Little Black River
Manigotogan

Parkland Region:

Camperville
Crane River
Pelican Rapids
Skownan
Manipogo Beach
Wellman Lake
Barrows
Pine Creek
Waterhen

Appendix E
Evacuation Expenditure

Appendix E

EVACUATION EXPENDITURES

Manitoba Telephone System This reflects the period from July 22 to July 23.	\$ 26.03
Manitoba Telephone System This reflects the period from July 22 to August 7.	\$ 60.44
Mileage on Unit 9506 from July 23 to 28th. 397 k x .25	\$ 99.25
Mileage on Unit 9506 from August 1 to 4th. 1330 k x .25	\$ 332.50
Historic Inn (Norway House) for Tannis Dawson, Aug. 1 and 2.	\$ 107.00
Tannis Dawson Expenses for Norway House trip.	\$ 56.25
Grey Goose bus ticket to Norway House return for Instructor Suzanne Brisbois.	\$ 57.00
Skyward Aviation charter for Instructors Jimmy Tait and Laura Sweeney to South Indian Lake.	\$ 218.70
Laura Sweeney Expenses from July 23 to 27.	\$ 105.20
Jimmy Tait Expenses from July 24 to 27, and August 7.	\$ 98.95
TOTAL	\$1,161.32

Appendix F

Northern Water Safety Program 1989 Statistics

Appendix F

NORTHERN WATER SAFETY PROGRAM STATISTICS 1989

REGION COMMUNITY		NORMAN										EASTMAN					PARKLAND									T		T	
		A	B	*C	D	*E	*F	G	H	I	T	A	B	C	D	T	A	B	C	D	E	F	G	T	T				
RED CROSS LEVEL																													
Yellow	Enrolled	7	1	N/A	7	N/A	N/A	13		5	33	10	6	5	6	27	13	17	13	4	6	18	6	77	139				
	Certified	2	1	0	4	0	0	0		1	8	2	2	2	2	8	9	15	13	4	6	14	4	64	90				
Orange	Enrolled	7	4	N/A	3	N/A	N/A	10		5	29	7	9	11	3	30	13	1	12	3	14	12	8	63	122				
	Certified	4	4	0	3	0	0	1		0	12	1	4	4	3	12	10	1	12	3	11	12	3	57	81				
Red	Enrolled	6	4	N/A	2	N/A	N/A	15		13	40	7	8	2	3	20	5	15	14	2	1	6	5	48	106				
	Certified	2	4	0	2	0	0	4		8	20	1	4	0	2	7	4	9	10	2	1	6	5	37	64				
Maroon	Enrolled		1	N/A	3	N/A	N/A	18	7	4	33	1	3	10	7	21	5	8		1	2	8	3	27	81				
	Certified		1	0	2	0	0	7	3	1	14	1	1	3	6	11	5	6		1	2	8	3	25	50				
Blue	Enrolled		2	N/A	4	N/A	N/A	4	4	1	15	3	2	7	3	15	5	2		2		1	2	12	42				
	Certified		2	0	3	0	0	4	1	1	11	1	1	3	3	8	5	1		2		0	2	10	29				
Green	Enrolled			N/A	6	N/A	N/A	2		2	10	3	3	0	9	15	5	1				4	1	11	36				
	Certified			0	1	0	0	2		0	3	0	2	0	1	3	4	1				4	1	10	16				
Grey	Enrolled			N/A	4	N/A	N/A	2		1	7			4		4	4	2				1	2	9	20				
	Certified			0	0	0	0	1		1	2			4		4	3	1				1	2	7	13				
White	Enrolled																4	1						8	8				
	Certified																4	1						8	8				
Survival	Enrolled			N/A	4	N/A	N/A				4														4				
	Certified			0	3	0	0				3														3				
B.B.S.	Enrolled							4			4														4				
	Certified							3			3														3				
Totals:		20	12	N/A	35	N/A	N/A	68	11	31	177	31	31	39	31	132	54	47	39	12	23	53	27	255	564				
		8	12	0	18	0	0	22	4	12	76	6	14	16	17	53	43	35	35	12	20	48	25	218	347				
BLSC LEVEL																													
L.S. II	Enrolled							1			1														1				
	Certified							1			1														1				
Sr. Reses.	Enrolled							1			1														1				
	Certified							1			1														1				
Totals:								2			2														2				
								2			2														2				
TOTAL																													
		20	12	N/A	35	N/A	N/A	70	11	31	179	31	31	39	31	132	54	47	39	12	23	53	27	255	566				
		8	12	0	18	0	0	24	4	12	78	6	14	16	17	53	43	35	35	12	20	48	25	218	349				

Appendix F

NORTHERN WATER SAFETY PROGRAM STATISTICS 1989COMMUNITIES:NORMAN:

- A. ILFORD
- B. GRAND RAPIDS
- C. EASTERVILLE
- D. CORMORANT
- E. NORWAY HOUSE
- F. NELSON HOUSE
- G. SOUTH INDIAN LAKE
- H. WAASAGOMACH
- I. YORK LANDING

EASTMAN:

- A. LITTLE BLACK RIVER
- B. BEREN'S RIVER
- C. HOLLOW WATER
- D. BLOODVEIN

PARKLAND:

- A. MANIPOGO
- B. PINE CREEK
- C. CAMPERVILLE
- D. WATERHEN
- E. CRANE RIVER
- F. WELLMAN LAKE
- G. SKOWNAN

NOTE:

*Fires affected Nelson House and Norway House.
The Easterville Instructor had to be removed from the community.
N/A - Not Available.

B.B.S. = Basic Boating Safety
RLSSC = Royal Life Saving Society Canada
L.S. II = Life Saving II
Sr. Resus. = Senior Resuscitation

I = Total

Appendix G
Instructor Job Description

1989 POSITION DESCRIPTION

POSITION: Water Safety Instructor (10 positions)
 PROGRAM: Northern Water Safety Program
 DIVISION: Regional Services, Norman Region
 LOCATION: 3 Remote Communities in Norman, Eastman, or Parkland Regions

Reporting to the Coordinator of the Northern Water Safety Program, the Water Safety Instructor is responsible for the organization and instructing water safety programs in each of 3 northern remote native communities.

The Water Safety Instructor is responsible for the instruction and education of all people and all ages, as well as the liaison with and education of community leaders, i.e. Band/Community Councils, Recreation Committees, etc. The incumbent functions with a great deal of independence in formulating strategies, work schedules, and lesson plans.

The position is technical in the sense of requiring competency in teaching water safety programs, thereby requiring the possession of a valid Red Cross/RLSSC Instructor's Certificate. As well, an ability to relate to individuals and groups in a cross-cultural setting, and to act as a role model for community youth is essential.

Some familiarity with the remote north and the program is desirable, as well as the ability to prepare reports and articles and keep accurate statistics.

The position requires a great deal of personal flexibility and strength in adjusting to conditions in three separate communities. These conditions may be very different from those to which the instructor is accustomed.

The incumbent must be willing to travel on his/her own into remote northern native communities. Also, a willingness to work irregular hours (including weekends) is essential, in order to meet community needs.

Personal initiative and strength are demanded as instructors may have to assist communities with arranging for their own needs, i.e. place to stay, food, locating a waterfront area to teach in, publicizing the program, etc. The individual must be a self-starter.

Specifically, the instructor's duties would include:

No. of Weeks

A. REPORTING

1. To provide required written program reports in each community, i.e. three-day report, final report, statistics on participation and certification, etc.

.60

- | | | |
|----|---|-----|
| 2. | To write and submit an article for the department's regional newsletter for each community. | .20 |
| 3. | To submit invoices and expense accounts on a regular basis for expenses occurred the performance of their duties. | .20 |
| 4. | To advise coordinator and regional staff of any unusual situations in communities where they work. | .50 |

B. COMMUNITY LEADERSHIP

- | | | |
|----|--|-----|
| 1. | To meet with and establish a cooperative relationship with community contacts and groups, e.g. Band Councils, Community Councils, Recreation Committees. | .50 |
| 2. | To motivate and develop community youth to become local aquatic leaders. | .50 |
| 3. | To identify and encourage local aquatic leaders to train as Red Cross instructors in the Community Aquatic Leadership Program. | .50 |
| 4. | To assist the community in organizing recreation opportunities geared towards community youth. | .10 |

C. INSTRUCTION

- | | | |
|----|--|------|
| 1. | To provide information on water safety principles to all interested individuals and groups in the community through rainy day sessions and meeting with groups and individuals. | .60 |
| 2. | To adapt, organize, and conduct a three week RLSSC/Red Cross Water safety program in each of three communities. | 5.00 |
| 3. | To examine and certify participants under the RLSSC/Red Cross Program, and to ensure that appropriate records are kept and forwarded to Coordinator for RLSSC/Red Cross certification. | .10 |
| 4. | To assist each community in organizing an Awards night for the presentation of badges, certificates, and special awards. | .50 |

Page 3

No. of Weeks

D. PUBLICITY

1. To assist the community to publicize water safety and the Northern Water Safety Program through posters, appearances on community radio and/or television, speaking at meetings bingo nights, gym nights and other community functions.

.50

E. ORIENTATION/EVALUATION

1. To participate in a week long orientation session in a remote northern community.
2. To participate in an evaluation session at the conclusion of the program.
3. To collect community evaluation at the end of each session and submit to Coordinator

1.00

.20

11.00

Appendix H
Organizational Chart

ORGANIZATIONAL RELATIONSHIPS

Indicate in the organization chart below the structure of the unit or branch in which the position functions. Include staff year number and classification of all positions. (Please indicate employee classification if it differs from the position classification.)

	Regional Director	Administrative	
	- Norman	Secretary	
	D. Henry	C. Samorsky	
	RD020	RD023	
	RR4	AV3	
Regional Consultant	Regional Consultant	Regional Consultant	
RD021	RD021	RD026	
RR2	RR2	RR2	
Coordinator - Northern Water Safety Program	Coordinator - Community Aquatic Training Program		
RD022	RD025		
RR2	RR2		
Instructor M.W.S.P. (10 positions)			
RD023			
RR2			

Appendix I**Community Aquatic Leadership Training Application Form**

Appendix I

COMMUNITY AQUATIC LEADERSHIP TRAINING

The Community Aquatic Leadership Training Program consists of a one week training session in Thompson, followed by three weeks of field experience in your home community.

While in Thompson, you are required to participate fully in all aspects of the training program. Proper behavior will be expected of all candidates. Course guidelines include:

1. 11:00 P.M. hotel curfew.
2. 12:00 A.M. room curfew.
3. No drinking, drugs, or partying.
4. Travel arrangements cannot be altered.

Candidates who disobey course guidelines will be returned to their communities immediately, at the community's expense.

Following the course in Thompson, you will be required to work with the Northern Water Safety Swimming Instructor for a full three week period. Only after this three week period will you be eligible to complete the course.

If you understand and agree with the above conditions, please sign your name. Your community contact person must sign also. In signing this form, you agree to follow all the guidelines of the Community Aquatic Leadership Training Program.

C.A.L.T. Applicant

Community Contact

Date

CALTAPP1